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To the Graduate Program:

This project, entitled "Dual Language Immersion Workshop Initiative: Implementing Effective Models Through Policy and Practice Alignment" and written by Heidy Yasmin Diaz Ibañez, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

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Paula M. Wilder, Advisor

We have reviewed this
Project and recommend its
acceptance

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DUAL LANGUAGE IMMERSION WORKSHOP INITIATIVE: IMPLEMENTING EFFECTIVE MODELS THROUGH POLICY AND PRACTICE ALIGNMENT

Presented to
The Graduate Program
of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

by
Heidy Yasmin Diaz Ibañez

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Advisor: Paula M. Wilder

Abstract

Dual language immersion is a useful model in bilingual education, and it is emerging worldwide as a new educational format within the new multilingual educational settings. DLI education integrates language and content in two languages, which helps learners to achieve the goals of dual language immersion. Students are immersed in these models to develop bilingualism, biliteracy, global awareness, and cognitive gains. Taking into account the effectiveness of the DLI model and the lack of structured bilingual programs in Colombia that effectively enhance foreign language acquisition, this project aims to collaborate with a workshop initiative describing some suggestions and principles for supporting and implementing these types of bilingual models. Based on the models, this thesis reviews different research that provides details about DLI education and how to implement this bilingual model in public schools in order to close the gap during the English language acquisition in ELLs in Tunja, Colombia through policy and practice alignment. The ultimate aim of this project is to motivate the learning of English as well as analyze the results of this workshop to shed light on the impact that integrating the cultural component and the immersion could have on learning a foreign language. In addition, this project focuses on the importance of the school community´s voices and that they are heard as a part of the institutional development and the foreign language acquisition process.

Dedication

I dedicate this thesis to God, for giving me the strength and wisdom during this stage of my life. I also dedicate this to my beloved husband, Leonardo and daughter Allison, for all their love, patience, and sacrifice during this journey, and to my family for their prayers and support. Thank you for believing in me and supporting my dreams.

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Table of Contents

Title i

Abstract i

Dedication ii

Acknowledgments iii

Table of Contents iv

List of Figures v

Chapters

1. Chapter 1: Introduction 1
2. Chapter 2: Literature Review 5
3. Chapter 3: Project Design 23
4. Chapter 4: Final Project- Workshop 27
5. Chapter 5: Conclusion 39

Appendices 42

References 54

List of Figures

Figures **Page**

1: What is Dual Language Immersion Education? 28

2: What are the types of dual language immersion programs? One-way immersion. 28

3: What are the types of dual language immersion programs? Two-way immersion. 29

4: Overview of the key attributes of Dual Language Education. 29

5: Second language acquisition theory 30

6: The Common Underlying Proficiency Theory 30

7: The Prism Model 31

8: Thomas and Collier's Prims Model 31

9: Benefits of a bilingual brain 32

10: Video-benefits of a bilingual brain-Mia Nacamulli 32

11: Benefits acquired by students in a long-term immersion program 33

12: Benefits for English learners 33

13: Turn and talk activity 34

14: What does the research says about DL program´s benefits 34

15: The effectiveness of dual language immersion models 35

16: Bilingualism in Colombia 35

17: Bilingualism in Colombia (cont.) 36

18: Suggestions to the construction of the Institutional Curriculum in Colombia. 36

19: Planning considerations for dual language principals 37

20: Suggestions for parents 37

21: Final Reflection 38

Chapter 1: Introduction

Currently, globalization has brought different types of progress and changes, which has permeated political, economic, and cultural aspects, as well as education. These changes have led to the need for speaking another language, in this case, English as a foreign language. Learning English in Colombia is a need due to the demand that has arisen through international relations with other countries due to the free trade agreements in our country.

The General Education Law in Colombia in Articles 21 to 23 of the national policy emphasized the need to learn a foreign language from elementary to high school with foreign language teaching as another mandatory area in the curriculum (Colombian National Ministry of Education, 1994). As indicated in the law, "The capacity to use and understand a foreign language" would become another specific goal in secondary schools (Colombian National Ministry of Education, 1994, Article 22).

In Colombia, especially in the last decade, the government has sought, through the country's Ministry of Education, to promote bilingualism in both public and private institutions to make English the most widely spoken foreign language through National Program for Bilingual Education (GNP) (Colombian National Ministry of Education, 2005). The GNP seeks to influence schools, universities, and the formal educational system to change the way teachers and students perceive foreign language teaching and learning in Colombia.

The importance of learning the English language in Colombia has gained more attention, but despite the effort from the government to create strategies and programs, the results of the last few years did not show progress in the English learning acquisition. In 2019, Colombia was ranked 68th out of 100 countries analyzed, according to a study by the education company Education First (EF), which examined the results of 2.3 million English tests taken by elementary and middle school students. It is evident with these results that the implementation

of a policy on bilingualism implies a severe reflection on the generalities of the justification and the educational and curricular implications of such a sensitive aspect for integral and sustainable human development as the acquisition of communicative competence in L1 and L2.

This understanding is essential and shows how necessary it is to review the relevance of the types of methodologies used in the teaching of the English language in the different educational institutions in Colombia, which so far do not seem to be having the expected success due to the lack of clarity in the institutional educational projects (PEI) concerning the bicultural policies in each educational institution.

A powerful movement that advocates for world language development is growing and shows the effectiveness of the Dual Language Immersion (DLI) models as a tool to enhance students' second language acquisition. DLI, during the first years of education, offers students a structured environment in which they develop all the language skills across all elementary academic areas and how they provide more accurate and useful foreign language acquisition tools.

According to Collier and Tomas (2017), English-only and transitional bilingual programs in short terms only close about half of the academic underperformance between English learners and native English speakers, but in the long term, only dual-language programs eventually close all of the achievement gaps in the second language by providing schooling through both the LI and L2. In the dual-language models, English is the language of instruction, and the curricular mainstream is taught through two languages. Alanis and Rodriguez (2008) pointed out how dual language immersion programs had faced and addressed several issues in the United States educational system for ELLs. Alanis and Rodriguez (2008) explained how, through this model, ELLs have the chance to receive the same essential academic curriculum as their English-speaking peers.

This process is possible because active dual language classrooms promote a high degree of student involvement. The dual immersion programs have three goals: (1) bilingualism and bi-literacy; (2) academic success through the use of two languages; and (3) understanding of other cultures (Freeman, 2006). Dual immersion programs aspire to educate students who can think in two languages and can function in two different cultures.

Based on these theories, I have designed a workshop to contribute to the ongoing discussions on the teaching/learning of foreign languages and second languages in Colombian classrooms by proposing pedagogical alternatives that foster lifelong learning skills in the teaching-learning of languages and their cultures in public educational settings taking into account specific need of the learning community.

The workshop reviews the application of the immersion program in other countries, approaching the pros and cons and how was the process to become successful in the English language learning as well as identify the types of methodologies that are most successful in different cultural contexts to finally establish a series of principles that will guide the implementation of effective DLI programs in Secretary of Education of Tunja through policy and practice alignment.

In addition, the project intends to show the benefits of implementing immersion programs from kindergarten to achieve a better adjustment from an early age to the new target language, taking into account that, this age fosters a better understanding and reception to the target language both inside and outside of the school environment

The workshop explains and raises awareness about the urgency of establishing effective dual language immersion programs as a pedagogical alternative for the teaching-learning of the English language and its culture in the educational contexts at the Secretary of Education of Tunja. The workshop will be offered to the Secretary of Education, school administrators,

teachers, and parents of public educational institutions in the city of Tunja in the department of Boyacá-Colombia.

Chapter 2: Literature Review

The second chapter is devoted to the conceptual framework. I review the concept of bilingualism, types of bilingualism, bilingualism in Colombia, and history of bilingual education in the United States, which is followed by a compilation of the models of bilingual programs that use Spanish and English as a means of instruction with a close look at Dual Immersion instruction. Also, I present a methodological and conceptual approach to the application of the immersion program in other countries, discussing the pros and cons, as well as how the process became successful in English language learning.

Blingualism

Several authors from different disciplines have tried to clarify the concept of bilingualism without agreeing to a unique definition. Factors, such as the appearance of linguistic, sociological, political, cultural, psychological, and pedagogical developments have been considered as they relate to the definition of bilingualism as a means of language emancipation all around the world.

Bilingualism has been defined in different ways. For instance, Bloomfield (1933) defined bilingualism as "native-like control of two languages" (p. 56). In other words, bilingualism the ability to speak two languages as mother tongue speakers do, producing well-formed meaningful statements. For Haugen (1953), a bilingual person provides "complete and meaningful utterances in other languages" (p. 6). Weinreich (1953, as cited by Kachru, 2008), considered bilingualism "the practice of alternately using two languages" (p. 2). As stated by Modares (2004), on the one hand, bilingualism means having some functions in two languages. On the other hand, it means a high level of proficiency in the two

languages (Modares, 2004 as cited by Khaled Kord et al., 2013, p. 2), emphasizing the idea of a balanced bilingual, which dominates both languages.

Moreover, the most recent concepts describe bilingual speakers and their psychological development, cognitive organization, communicative skills, and interrelationship with the cultural environment. According to the International Literacy Association (ILA) (2020), bilingualism refers to:

> The use of at least two languages by an individual. It is a fluctuating system in children and adults whereby the use of and proficiency in two languages may change depending on the opportunities to use the languages and exposure to other users of the languages. It is a dynamic and fluid process across a number of domains, including experience, tasks, topics, and time. (ILA, 2020, para. 4)

According to the ILA's (2020) concept of bilingualism, the interaction with the target language´s culture plays an essential role in enhancing learners' language development. As Kumaravadivelu (2012) mentioned, "contacts between people and their cultures –their ideas, their values, their way of life- have been growing and deepening in unprecedented ways" (p. 4). Any kind of sociocultural interaction is an effective filter in language learning and the consecutive development of bilingualism.

Similarly, the concept of bilingualism refers also to the relationship the speaker has with different languages, both as an individual and a member of a determined social group. Hamers and Blanc (2000) stated that bilingualism involves society and private life. In their definition, Hamer and Blanc (2000) mentioned the term bilinguality in bilingualism, asserting that "bilinguality refers to the psychological state of an individual and bilingualism refer to the state of a linguistic community" (p. 6). The coexistence between the two languages implies a tension and a dynamic between them that leads in some direction to fulfill different functions and are therefore used in different situations in individual and

social language development. Having understood some of the well-known definitions of bilingualism, below, there is a review of the different types of bilingualism and its direct relationship with linguistic development, a cognitive system, environment, and language acquisition.

Balanced and dominant bilingualism.

Balanced and dominant bilingualism is related to the level of linguistic competence developed by the bilingual speaker. Authors such as Crystal (1987) and Hamers and Blanc (1989), among others, have established a classification based on language use and function recognized as balanced bilingualism and dominant bilingualism. The balanced bilingual is characterized by the person's similar or equivalent competence in the two languages. In comparison, the dominant bilingual is more proficient in one of the two languages, usually in the mother tongue (Alarcón, 2003).

The coordinated, compound, and subordinate bilingualism.

These concepts correspond to the proposal made by the Polish linguist Weinreich (1953). In coordinated bilingualism, the speaker develops two equivalent linguistic systems, which means a word has two signifiers and two meanings. This type of bilingualism corresponds to a speaker who speaks the two languages as if it were a monolingual person unique in each language without any interference or mixing. In compound bilingualism, the speaker has only one meaning for two signifiers, and, therefore, is not able to detect the conceptual differences marked in the two languages but needs the two languages to think and communicate. Subordinate bilingualism, however, is characterized by an imbalance in the linguistic development of the two languages, implying that the mother tongue has become established while the second language is developing. In this type of bilingualism,

we observe unidirectional transfers, from L1 to L2, promoted by the pedagogy of translation, which does not allow clear differentiation of the two systems (Paradis, 1987, p. 433).

The coordinated bilingual speaker constructs two different systems that are handled with skill and ability, and in the development of communicative competence, no transfers between the two languages are observed. On the contrary, in composite bilingualism, there are two-way transfers that are from and into the two languages. The speaker, thus, needs both languages to communicate (Signoret, 2003)

Simultaneous and successive bilingualism.

This classification of bilingualism refers to the moment of learning of the two languages by the speaker. Simultaneous bilingualism is characterized by indicating that the two languages were acquired during the same period, where learning takes place in parallel. In contrast, in successive bilingualism, the speaker achieves the goal of learning a second language only after the L1 or mother tongue is established (Abdelilah-Bauer, 2007, p. 32). Early and late bilingualism are part of this classification.

Complete and incomplete bilingualism.

This type of bilingualism is related to the level of linguistic knowledge development obtained in each language by the speaker. Bilingualism is considered incomplete when it shows a smaller degree of difference in the structural (linguistic) development of one of the languages concerning the other, generally indicating that the linguistic structure of the L1 or mother tongue has been more appropriately established than the L2. In incomplete bilingualism, transfers from L1 to L2 are perceived, resulting in translation, which does not allow a real difference in the linguistic level of each of the languages. Also, complete bilingualism evinces in the speaker a total similarity in the level of the linguistic

development of the two languages. This similarity allows speakers to make use of both languages with the same degree of fluency and communicative competence (Paradis, 1987).

Additive and subtractive bilingualism.

This classification of bilingualism is proposed by Lambert (1975). Additive bilingualism is specified as the process in which the child's social environment assumes that learning the L2 will allow him/her to achieve more significant cultural development. Subtractive bilingualism is when the social context conceives of L2 learning as a disadvantage to the child's achievement and development of identity (Signoret, 2003). In additive bilingualism, the positive attitude towards the second language favors its learning and, therefore, the conditions of mutual transference of skills between L1 and L2 that exists in a speaker positively affect his cognitive system. Besides, in the subtractive bilingualism, the negative attitudes towards the L2 hinder its learning, the development of the L1, and it does not allow adequate development of the functions in either of the two languages (Vila, 2006).

Historical view of bilingualism in Colombia

According to Helg (2001), during the period of independence, Colombia was dominated by English and French cultural influences, which set the tone for the teaching of English and French, while Latin was no longer taught and used in schools. Around 1870 in the educational field, the pedagogical ideas of Pestalozzi (1805–1825), Froebel (1837) and Herbart (1809) began to strengthen the Colombian education system; under this perspective, a mission of German educators arrived to lead the pedagogical formation of Normal Schools, but it had difficulties due to their limited Spanish proficiency and to the religious and political differences that existed in the country during that period, and finally, the

German project finished eight years later. Regarding the beginning of language teaching in Colombia, Usma Wilches, (2009) stated:

> Language policies and reform agendas preceding the National Program in Colombia can be traced to the times of the colony. After the colonization of the "new" continent, Catholic missionaries were effective in imposing their languages, mainly Spanish, Greek, and Latin. Later on, after the independence of the region from Spain two centuries ago, the new ruling elite started to send their children to Europe, which then led towards the importing of books and ideas associated with languages such as French, German, and English. These moves paved the road to these languages into the country and their association with liberal ideas and intellectual elites, while indigenous and Creole languages started to be associated with ignorance and underdevelopment. (p. 2)

Since the 1886 Constitution, the political and administrative division of Colombia has been changed, resulting in essential changes in the educational field; emphasis has been placed on literacy in Spanish, and the teaching of foreign languages has taken a back seat (Helg, 2001). With the creation of the Education Faculty in Tunja-Boyaca, under decree 1379 of 1933 (Ministry of National Education (MEN) in Colombia,1934), the professional teaching of foreign languages began to be strengthened in the country, since its curriculum also included modern languages, which mainly helped to generate strategies for the inclusion of these languages in the curricula of Colombian educational institutions.

In 1979, an international partnership established compulsory education for English in grades 6th and 7th, and French for grades 10th and 11th (Usma Wilches, 2009). Later, to improve the teaching and learning of languages, the "English Syllabus" was proposed, developed by the MEN in collaboration with the British Council and the Centro Colombo Americano; the proposal sought mainly to guide the objectives in schools, renew teaching

and learning strategies and assist in the search for updated materials and texts for language teaching. The project had not the expected impact due to the lack of teachers' language proficiency and the few conditions for their application in the educative institutions.

According to Rubiano, Frodden, and Cardona (2000), another critical step for language teaching in Colombia was the Colombian Framework for English (COFE) project, implemented for teacher training programs in some universities in the country between 1991 and 1996 (pp. 37-54). The COFE project was implemented by the United Kingdom and the Colombian Ministry of Education. Still, it also faced difficulties, including differences in university structures, limited resources, lack of familiarity of teachers with research, and lack of leadership on the part of program coordinators, which is why it did not have continuity.

In addition to this, the Political Constitution of 1991 gives "explicit recognition to Colombia as a multilingual and multicultural nation," ratified in Articles 7 and 10 of the same Constitution, where "the State recognizes and protects the ethnic and cultural diversity of the Colombian nation," and assumes "Spanish as the official language of Colombia. The languages and dialects of the ethnic groups are also official in their territories. The education provided in communities with their linguistic traditions will be bilingual" (pp. 14-15). In this case, English is taught as a foreign language in most of the region of Colombia due to the existence of approximately 65 indigenous languages and two Creole languages that are still preserved and taught as first language, among those indigenous language the Wayúu, the Páez or Nasa language, the Guambiano and the Embera stand out as some of the most recognized.

Later, in 1994, the General Law of Education began to emphasize bilingualism in the country's school syllabus in a more formal way. The law proposed a goal for primary school "the acquisition of some speaking and reading skills at least in one foreign language" and for

middle school "the understanding and ability to express oneself in a foreign language" besides, to specify "humanities, Spanish and foreign languages" as one of the fundamental and mandatory areas in the syllabus (General Law of Education, 1994, p. 7)

Around 1997 “the Ministry of National Education (MEN) announced the opening of the National Bilingualism Program (GNP) aimed at expanding the knowledge of English on the part of students in the public sector of the country” (Mejia, Mendoza, & Dix, 2011, p. 6). Finally, on July 12, 2013, Law 1651 was created, by means of which some articles of Law 115 of 1994 were modified, and another Provisions-Law of bilingualism was issued. The law 1651 presents in detail the guidelines for the development of communication skills in English, as well as clarifying the route for the creation of programs in the teaching of languages in the country.

Particularly in Colombia, from the National Program of Bilingualism and the Basic Standards of Competence in a Foreign Language: English, outlined in Guide No. 22 (MEN, 2006a), the term bilingualism is approached from "the different degrees of mastery with which an individual manages to communicate in more than one language and culture. These different degrees depend on the context in which each person develops" (MEN, 2006a, p. 5). The Guide No. 22, also explains that the command of English in the country has the character of a foreign language whenever it is spoken:

> Foreign language, because it is not spoken in the immediate and local environment since normal social conditions, does not require its permanent use for communication. A foreign language can be learned mainly in the classroom, and the student is usually exposed to the language for controlled periods. Although not used in the circumstances other than academic ones, students of a foreign language can achieve high levels of performance to be efficient communicators when required. (MEN, 2006a, p. 5)

In addition, according to Cárdenas (2018) the characteristics of the English language acquisition as a foreign language in Colombia, make it possible to consider that

> The subordinate bilingualism faithfully shows the factors assumed in the country for the proposal of the area, given that there is the acquisition of the mother tongue Spanish while English is developing; besides the successive bilingualism because the learning of English begins after the mastery of the mother tongue. (Cárdenas, 2018, p. 134)

Furthermore, in 2014, the government launched the National Plan of English (PNI): Colombia Very Well! 2015-2025. The Ministry of National Education (2014b) analyzed the impact that the previous plans had on the Colombian educational system, the MEN (2014b) concluded that the strategies undertaken through the National Program of Bilingualism were positive, but with limited results. Therefore, the PNI arose to give continuity to the approaches applied in the previous plans while proposing other advance strategies. As specified by the MEN (2014b), the objective of the PNI by 2025, 50% was that the 11th graders reach a B1 English level.

Based on the historical efforts from the Colombian government to create strategies and programs, to enhance foreign language learning, the results of the last few years did not show progress in the acquisition of communicative competence in English as a foreign language. Still, the government keeps proposing new strategies and plans to concerted efforts to respond to the demand of globalization regarding foreign language acquisition.

Language learning Program Models

Over time, learning a second language for many countries has become a feat; for many centuries, countries like Canada, Australia, Hungary, Finland, China and The United States of America have implemented different types of methods to teach a second language or

foreign language (Swain & Johnson, 1997) as in the case of Colombia with varying levels of effectiveness. According to Thomas and Collier (2017) in the case of the United States, the range of models available to collaborate with the English learner's language acquisition is complex. Some of those program models are more effective than others, taking into account the appropriate "instructional method for students" (Thomas & Collier, 2017, pp. 17-30). An explanation of those models is necessary to understand which model tackles the best Bilingual education needs in the Colombian's educative system. There are some different kinds of programs of bilingual education for teaching non-English speakers, including the model of immersion, the dual immersion model, and the English Second language program (ESL). All bilingual immersion programs have been designed to cover different types of linguistic and cultural diversity needs for the mutual benefit of both English and non-English speakers.

Bilingual Education

In contexts where we find different languages and cultures, the education system carries out bilingual education programs. That bilingual education is understood as a teaching that is given in two or more languages, one of which is the student's mother tongue (L1), and the other is the target language (L2). For some authors, bilingual education refers to remedial programs where English is taught as a second language (ESL), also structured English immersion and transitional bilingual education with not primary language support (Thomas & Collier, 2004). English is taught as a foreign language, but not as content subject learning.

The language is isolated, and sometimes students get frustrated due to the lack of bridging between L1 and L2 to reinforce new knowledge. "Bilingual students face a far greater challenge. It is through a child´s first language that he or she creates mechanisms for functioning in and perceiving the world. If the culture of the classroom negates a child´s first

language and accompanying representations of the child´s world, it negates the tools the child has used to construct a basic cognitive framework" (Garcia, 2005, p. 30). As mentioned by Schlossman (1983 as cited in Umansky, Valentino, & Reardon, 2015), bilingual programs can isolate EL students and segregate them from native English-speaking peers. According to Thomas and Collier's (2017) findings regarding bilingual education, some models are least effective than others due to the language learning environment, content-area instruction, time allocation, long-short term, literacy skills development, language transfer, cross-cultural and multilingual interactions. Thomas and Collier (2017), also, mentioned that the school system to have a critical point of view concerning the models that best fit the language learners' needs.

English as a Second Language (ESL).

One of the methods used to teach English to English language learners (ELs) is called ESL English as a Second Language. In this teaching model, various strategies are implemented in several possible scenarios. One of them is where the learners leave their classrooms to work with a teacher in a "pull-out" model for English learning to facilitate English proficiency without focus directly on the academic content (*Antunez* & *Zelasko, 2000,* as cited in Ochoa and Rhodes, 2005). Another scenario is called the "push-in approach" similar to the "pull-out," but with this, students leave their classes only half the day for explicit instruction in English.

Transitional Bilingual Education (TBE).

The transitional Bilingual Education (TBE) is aimed at students who are targeted as English learners who speak another language at home (Spanish, Russian, Portuguese, etc.). As mentioned by Herrera and Murry (2016), "Transitional Bilingual Education provides

students with instruction in their native language for all subject areas, as well as instruction in L2 (English) as a second language" (p. 116).

According to Herrera and Murry (2016) TBE program, English language learners learn in both Spanish (L1) and English (L2) for an average period of approximately three years with a minimum of one and a maximum of five years. During this time, the amount of classes in Spanish is gradually decreasing while English is increasing. Transitional bilingual programs use L1 (home language) instruction to ensure that students meet or exceed grade-level standards while learning English. Reading and writing in the home language is taught as a foundation for learning to read and write in English. The transitional bilingual program is designed to provide all instruction in English once students reach the third grade in primary education. (Herrera & Murry, 2016, p. 116). The main goal of transitional bilingual education is to use the student's native language as a temporary bridge while students learn English.

Dual language immersion.

According to the Center for Applied Linguistics (2005), dual language refers to the use of two languages for instruction in the classroom. All students learn to read, write, and communicate effectively in L1 and L2 while achieving high levels of academic achievement. Students will have the bilingual skills and cross-cultural knowledge necessary to be successful in a multicultural society and a global economy. According to Howard (2018):

> The term dual language refers to any program that provides literacy and content instruction to all students through two languages, and that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development cross-cultural competence, and multicultural appreciation—fall students. Dual language programs can be either one-way or two-way, depending on the student population. (p. 3)

Both models offer differentiated instruction for culturally and linguistically diverse (CLD) students to achieve the goals of language acquisition.

One-way immersion.

One-way immersion model refers to bilingual developmental education, also frequently referred to as foreign language learning. Collier and Thomas (2004) defined one-way programs as demographic contexts where only one language group is being schooled through their two languages. As mentioned by The U.S. Department of Education (2015), "One-way dual language programs typically include one language group (from a common language background) learning through two languages, rather than students from two different language backgrounds learning together" (p. 22). According to the Center for Applied Linguistics (2018):

> One-way programs serve more linguistically homogeneous groups of students. One-way dual-language programs in which all students are proficient in the partner language but not in English at the time of enrollment are typically called bilingual developmental programs. They use both languages to teach content, and they help students develop proficiency in English while maintaining and continuing to develop their skills in their native language. One-way dual language programs whose students are all monolingual or dominant in English at the time of enrollment are generally known as foreign or world language immersion. (p. 3)

In general, the goal of the one-way model is to educate students who can think in two languages and who can function in two different cultures.

Two-way immersion.

According to Howard, Sugarman, Perdomo, and Adger (2005), "Two-way immersion is a form of dual language instruction that brings together students from two native language groups for language, literacy, and academic content instruction through two languages" (p. 3). While traditional bilingual programs are elite schools, dual immersion programs are aimed at ethnically and socially diverse communities, encouraging the admission of students belonging to linguistic minorities, who usually belong to low socioeconomic strata, without losing sight of the ideal composition of each class: 50% native English speakers and 50% minority language speakers (Collier & Thomas, 2004). The idea of the program is to start at Kindergarten or first grade and continue gradually to upper-grade levels where native English speakers will serve as language models and resource for the ELL (Thomas & Collier, 2012 as cited by Herrera & Murry, 2016). In this model, a teacher's cultural awareness and expectations of the students' academic skills play an essential role in the teaching-learning acquisition process. (U.S. Department of Education, 2015). According to Thomas and Collier (2017), there are two versions of this model: the 90/10 model and the 50/50 model. The 90/10 model is a sequential model that teaches literacy skills in Spanish during grades K-2 to all the students in this program, 90% of the time is in Spanish, 10% in English. During second grade, English instructional time increases to reach 50/50 after fourth grade and to the end of the schooling. In a 50/50 model, students spend an equal amount of time learning in both languages. In a simultaneous 50/50 program, students learn literacy in both languages from the beginning in kindergarten (Thomas & Collier, 2017, p. 8). As mentioned by Herrera and Murry (2016), “those two models target bilingualism as the ultimate goal, and both focus on the core academic curriculum” (p. 122). Both models meet all the students’ cultural language diversity needs with a pertinent application and support from the school system and children's families.

Benefits and disadvantages of the English Immersion Programs

The rational argument in favor of English immersion instruction asserts that English proficiency is a necessary antecedent to learning academic skills and content in a school system and global society in which English is the primary language. Those in favor of this view argue that it is essential that students learn English as soon as possible, so ELs do not fall behind their peers academically. However, others differ from that perspective. Varghese and Park (2010) analyzed the potential obstacles faced by Dual-Language programs. They summarized how the Dual Language Immersion (DLI) programs could perpetuate power inequalities between immigrants and non-immigrants. The issue of which languages and cultures to immerse the students has also become a notable pitfall. A remarkable finding is how a bilingual person's two languages are often divided into communicative language vs. academic language. Looking at the previous studies, the main implications of the findings, are the emergence of English as the dominant world language, and how English-only instruction may have higher global and economic benefits.

Contrarily, several researchers have examined the performance of dual immersion students in reading and mathematics at primary or secondary levels, the long-term impact of such programs. Overall, these studies showed that both the English language students and native English speakers made advances in both languages; both groups obtained equal or very high above grade level in both languages for secondary school (Collier & Thomas, 2004; U.S. Department of Education, 2015; Umansky, Valentino & Reardon, 2015).

Moreover, both groups demonstrated comparable or higher levels concerning their partner's language in other educational settings. English language students who had learned the language in a dual language immersion program stand out significantly in comparison to those learners who had studied in other types of programs and with native English students studying in English only classrooms (Thomas & Collier, 2017, p. 1).

The authors, Thomas and Collier (2017), wanted to condense the results of their research from 1985 through 2017 regarding those language minority learners and how long it takes for a school-age English learner to be proficient in the target language. In this regard, Thomas and Collier's (2017) findings show all the most essential benefits that Dual language immersion models offer to English language learners. Dual language students from diverse linguistic and cultural backgrounds outscore and have better cognitive development than students in regular English classes. Also, students in dual language classes show more motivation, engagement, and performance in their academic life. In consequence, they acquire a higher proficiency in both native and second language.

According to Thomas and Collier (2017), English-only and transitional bilingual programs in short terms, only close about half of the academic underperformance between English learners and native English speakers but in the long term, only dual-language programs eventually close all of the achievement gaps in the second language by providing schooling through both LI and L2. One key implication of the results is the role of the L1 in the cognitive/academic development of bilingual learners.

Similarly, Gort and Pontier (2013) examined a dual-language Spanish/English preschool program from the teachers' perspective, as they explored the teaching strategies and the social interactions associated with bilingual preschoolers. The findings of this analysis showed the usefulness of bilingualism, both communicatively and academically. In the preschool classroom, these four teachers used both languages concurrently. They did not separate the languages as many bilingual programs do. Language separation did not foster natural social interactions. The critical implications of the study are that students can develop bilingual competence without language separation, and the success of these findings was due to the setting of a preschool classroom. (Gort & Pontier, 2013, pp. 223-245), In other, those critical implication showed that bilingual students, who are capable of codeswitching and

tandem talking, could undoubtedly develop communicative competence in both languages without strict separation of the L1 and L2. This article would be useful for the researchers and preschool teachers who are always afraid of codeswitching language in some immersion programs.

Moreover, Murphy (2014) wanted to show the effects of dual/transitional language educational models for English language learners with Spanish as their native language. It specifically looked at first and second graders at a public elementary school. The first step of this process was to administer a pre-test for the students' Spanish proficiency. Students were then taught in either a transitional-bilingual model or a dual language model. Afterward, students were post-tested in Spanish proficiency (Murphy, 2014, pp. 182-194). The results of the pre-test showed that both dual/transitional language models increased the students' proficiency in their home language in all four-skill areas. One implication of the study is that dual-language classroom students did score higher in verbal skills. However, this study suggests that dual language instruction has proven more effective than transitional-bilingual.

Conclusion

The purpose of this literature review was to help the school community to understand different aspects posed by the research on the bilingualism field and some historical issues to have into account when applying strategies to help language learners to be proficiency in the second language acquisition. There has been much research and discussion conducted on these opinions of the advantages of dual language immersion models as an appropriate method to enhance language learners' linguistic and cross-cultural awareness. It is vital to gain a better understanding of why those models have had success and how they can be useful for the school system in many countries, in this case, Colombia, where this project is focused on. This review suggests researchers, teachers, and the school community invest in their professional

development and bilingual schooling to be able to replicate what has been done that works to enhance language learners' skills, engagement, and performance in L1 and L2. The review showed all the positive and negative effects and provided guidelines for future school implementations.

Chapter 3: Project Design

In this chapter, I explain the reasons for creating a workshop that will be beneficial for the Secretary of Education and the school community in Tunja-Boyacá, Colombia, regarding how Dual Language Immersion (DLI) models effectively enhances students' second language acquisition. The workshop will explore the viability of the program in the Colombian cultural context with suggestions and contributions of each participant. In Chapter 1, I discussed the importance of establishing new pedagogical alternatives that foster lifelong learning skills in the teaching-learning of languages and their cultures in public educational settings, taking into account the specific needs of the learning community in Colombia. This was followed by Chapter 2, where I analyzed the concepts of bilingualism and the historical process of bilingualism in Colombia in addition to how some countries have successfully developed language learning models to address some of the pitfalls in second or foreign language acquisition. In the following section, I will review the reasons why the dual language immersion initiative will be a useful resource for foreign language development in Tunja-Boyacá.

Currently, English is considered a global language, and the mastery of this language enables workers to perform better in various aspects of daily life. Learning a foreign language makes people more competent in the process of globalization, and countries like Colombia should not be left behind. Colombia is a culturally diverse country, a tourist attraction, and a free trade area; hence, it is essential to promote the learning of a foreign language like English in the Colombian population.

The Colombian National Government continues to promote new strategies for foreign language teaching, with the support of the Ministry of National Education (MEN). The Ministry of Education is aware that the low levels of performance in English language

acquisition can be explained by the fact that English has not been a priority in the official education system. The government has projected that by the year 2025, children and young people enrolled in official schools will have the opportunity to learn English from an early age. This goal articulated clearly by the Colombian government is one of the reasons for creating this workshop.

Taking into account the fact that the Ministry of National Education is currently working on the Colombia Bilingual Program, "Colombia Very Well! 2015-2025", and that according to the MEN, (2014b), the goal of the PNI is that by 2025, 50% of 11th graders would reach a B1 English level. This aim will make Colombia the best educated in the region by 2025, and to accomplish this objective, new methodologies will need to be applied to reach the goal on the MEN. To this end, I want to establish a workshop focused on the diffusion and exploration of DLI models as a new methodology in the acquisition of a foreign language in public schools in the city of Tunja-Boyacá, Colombia.

Dual language immersion is the teaching of two languages, which works when education is conducted in meaningful contexts, according to Tokuhama-Espinosa (2008). Moreover, DLI addresses an equal number of speakers of the dominant language and those who speak other languages, as well as providing content teaching through other languages to all students (Freeman 2007). This program has three important objectives which are 1) Students will perform well academically; 2) They will develop high levels of language and literacy in their first and second languages and 3); They will develop positive attitudes towards different cultures (Christian 1994, as cited by Howard 2002).

As a result of the favorable results that the Dual Language Immersion program has had in countries such as the United States, the effectiveness of these DLI models has been demonstrated as a powerful way to learn a new language. DLI models, during the first years of education offer students a structured environment in which they develop all the linguistic

skills needed in the different elementary academic areas while also providing precise and useful tools for the acquisition of foreign languages (Thomas & Collier, 2017, p. 39).

The final product of this project is a workshop directed toward the Secretary of Education and teachers at different official schools, and in general to the school community in the city of Tunja. Firstly, an informative and educational talk will be given regarding the DLI models. The development of the workshop will be carried out in the following order:

- What is DLI and what are the types of DLI models available for ELLs.
- Second language acquisition theory.
- Benefits of a bilingual brain.
- Benefits acquired by students in a long-term immersion program.
- The effectiveness of the Dual Language Immersion models in foreign language acquisition.
- Bilingualism in Colombia and the shortcomings of bilingualism.
- Suggestions directed to the construction of the Institutional Curriculum in Colombia, and how they should develop adequate policies on bilingualism in the classrooms through bicultural policies.
- Suggestions for parents about the role they play in supporting their children when they enter this type of program.

The workshop will be developed in this order to provide the necessary information and to explain the importance of the Dual Immersion models in foreign language acquisition. This project will impact the classrooms of the city's official schools directly since it will positively affect the entire educational community in the Department of Boyacá. This DLI initiative will actively involve students, teachers, and parents, and there is evidence that this will be an enriching learning experience for all parties. The workshop aims to make a clear

and precise presentation on second language acquisition in a dual language class, which will later become a pilot test for official schools in Colombia.

The methodology of the workshop is based on informative talks that provide the audience with adequate information through audio-visual means and practical activities in which the speaker interacts with the audience. The workshop has an expository and participative modality to clarify doubts and motivate significant learning.

This workshop seeks to influence the educational community to which the workshop is addressed, creating awareness of new tools for learning a second language. The community can actively participate by exposing those doubts and fears that have arisen through their personal experience as school principals, teachers, and parents themselves when facing challenges in foreign language learning with unfavorable results.

Furthermore, the workshop aims to provide feedback to the entire educational community, highlighting those factors that show the strengths that come with the implementation of the Dual Immersion models and those factors that may negatively impact the effectiveness of the program in Colombia.

Dual language education models will then be introduced in Colombia as a new and innovative method of teaching, and the workshop will lead to the creation of a complete educational community system of foreign language acquisition. Moreover, the workshop is, not only focused on children and adolescents, but also actively involves their parents and other relatives as a typical learning process of their cultural reality while they learn their native language.

Chapter 4: Final Project- Workshop

This workshop focuses on Dual Language Immersion initiative: how to implement effective models through policy and practice alignment in public schools. The workshop is offered to the Secretary of Education, school administrators, teachers, and parents affiliated with public educational institutions in the city of Tunja in the department of Boyacá-Colombia.

The expectation of this workshop is to contribute to the ongoing discussions on the teaching/learning of foreign languages in public schools in Colombia. In addition, the workshop aims to raise awareness of different instructional methods offered in other countries for English language learners and the effectiveness of those programs as a pedagogical alternative for English language acquisition.

The delivery of the workshop content and activities is supported by a PowerPoint presentation (See Appendix A: Slides). The workshop includes three stages: The first stage aims to provide the theoretical background of DL education and second language acquisition theory. The second stage objective focuses on the benefits and research surrounding the effectiveness of DL program. Lastly, the third stage aims to give a global overview of bilingualism in Colombia and some suggestions and principles for supporting and implementing these types of bilingual models.

First stage

This stage begins with a definition of dual language education (Figure 4.1. See also Appendix A, Slide #3), followed by the standing goal established for the DL programs in countries like The United States of America.

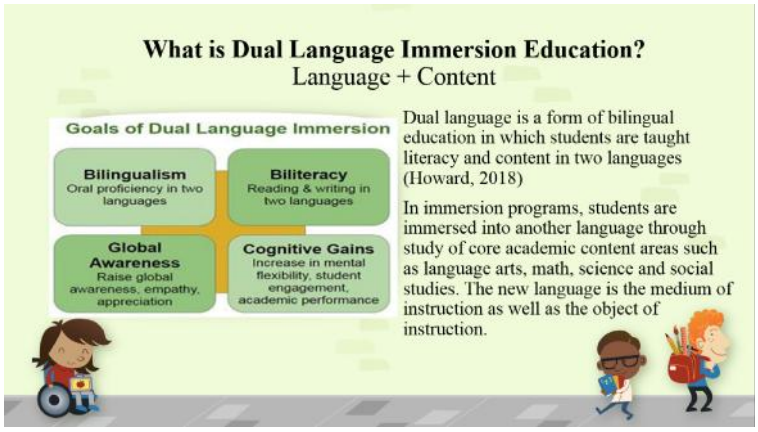


Figure 4.1: What is Dual Language Immersion Education?

Next, the focus is placed on the types of DLI programs beginning with one-way immersion. Visual examples are given to provide a better understanding of the concept provide (Gómez, Freeman, & Freeman, 2005; Howard et al., 2007; Parkes & Ruth, 2011) (Figure 4.2. See also Appendix A, Slide #4). Here, a personal experience will also be shared: In Union County Public Schools in North Carolina, in the U.S., in a one-way immersion program, students focus on the target language until second or third grade when English is introduced. In one-way immersion, students learning Spanish begin formal instruction in English language arts in the second grade.

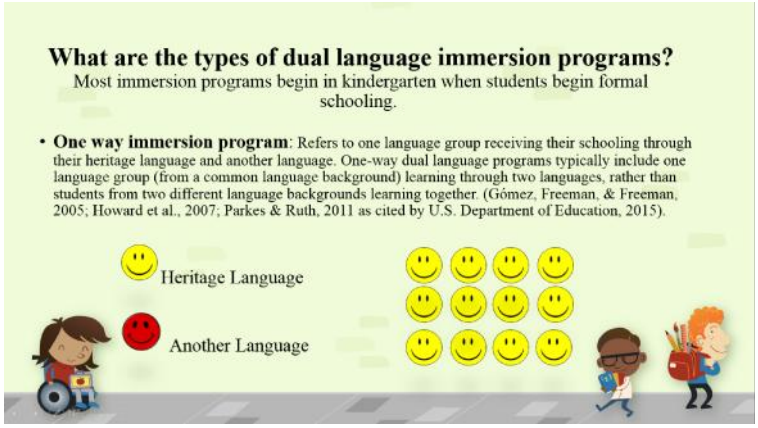


Figure 4.2: What are the types of dual language immersion programs? One-way immersion.

After discussing the first model, a definition of the two-way immersion model is presented (Figure 4.3. See also Appendix A, Slide #5), followed by a facilitator's experience with the model.

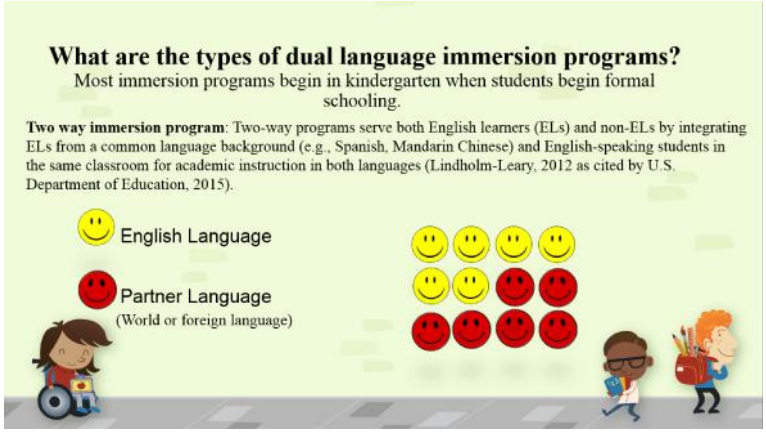


Figure 4.3: What are the types of dual language immersion programs? Two-way immersion.

Next, the discussion focuses on an overview of the key attributes of Dual Language programs, by program type, provided by the U.S. Department of Education, Office of English Language Acquisition, Washington, D.C., 2015 (Figure 4.4. See also Appendix A, Slide #6).

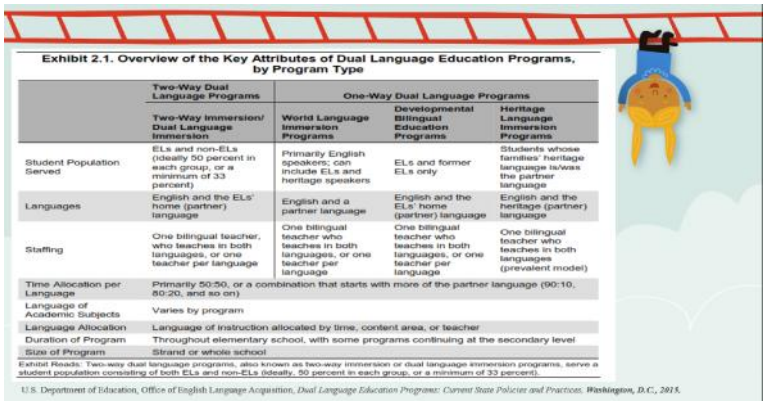


Exhibit 2.1. Overview of the Key Attributes of Dual Language Education Programs, by Program Type

	Two-Way Dual Language Programs	One-Way Dual Language Programs		
	Two-Way Immersion/ Dual Language Immersion	World Language Immersion Programs	Developmental Bilingual Education Programs	Heritage Language Immersion Programs
Student Population Served	ELs and non-ELs (ideally 50 percent in each group, or a minimum of 33 percent)	Primarily English speakers; can include ELs and heritage speakers	ELs and former ELs only	Students whose families' heritage language is/was the partner language
Languages	English and the ELs' home (partner) language	English and a partner language	English and the ELs' home (partner) language	English and the heritage (partner) language
Staffing	One bilingual teacher, who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages (prevalent model)
Time Allocation per Language	Primarily 50:50, or a combination that starts with more of the partner language (90:10, 80:20, and so on)			
Language of Academic Subjects	Varies by program			
Language Allocation	Language of instruction allocated by time, content area, or teacher			
Duration of Program	Throughout elementary school, with some programs continuing at the secondary level			
Size of Program	Strand or whole school			

Exhibit Reads: Two-way dual language programs, also known as two-way immersion or dual language immersion programs, serve a student population consisting of both ELs and non-ELs (ideally, 50 percent in each group, or a minimum of 33 percent).

U.S. Department of Education, Office of English Language Acquisition, *Dual Language Education Programs: Current State Policies and Practices*. Washington, D.C., 2015.

Figure 4.4: Overview of the key attributes of Dual Language Education.

The following definition focuses on second language acquisition. This is the concept of students learning two languages that on the surface seem very disconnected. However, over time, the connections that have been forming under the surface start to show and the transfer between the two languages becomes apparent (Figure 4.5. See also Appendix A, Slide #7).

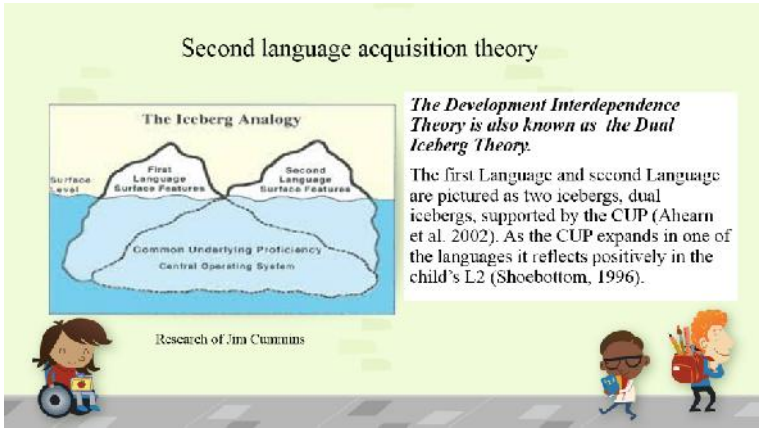


Figure 4.5: Second language acquisition theory

The second part of the second language acquisition theory focuses on basic intercommunicative skills (BICS) and cognitive academic language proficiency (CALP), referring to the length of time required by language learners to develop conversational skills in the target language and attain appropriate academic proficiency in that language (Figure 4.6. See also Appendix A, Slide #8).

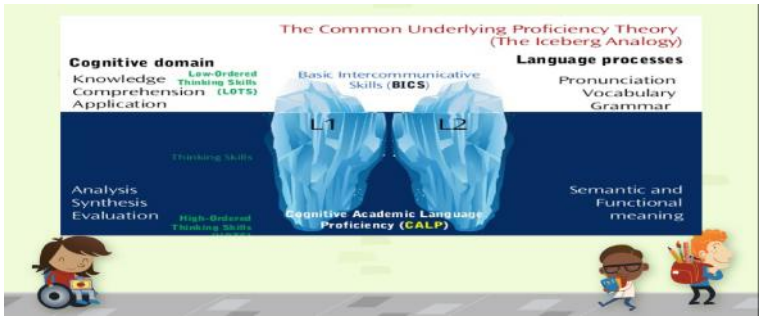


Figure 4.6: The Common Underlying Proficiency Theory

The next component is Thomas and Collier's Prism Model that is closely related to Cummins's theory on the interdependence of the first and second language (Collier & Thomas, 2007) (Figure 4.7. See also Appendix A, Slide #9).

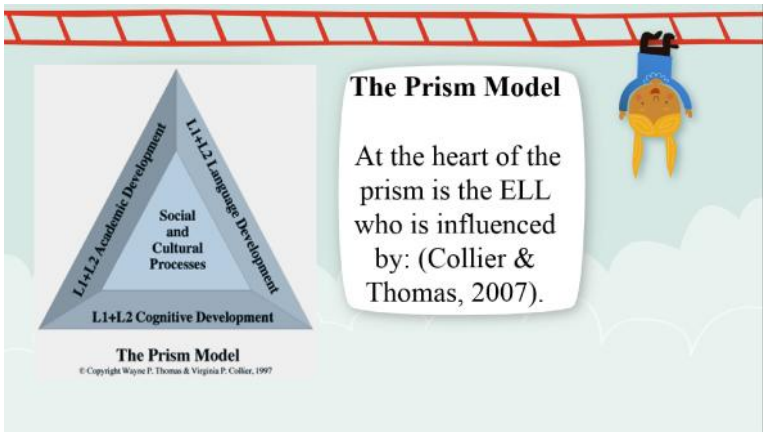


Figure 4.7: The Prism Model

Next, the discussion focuses on the academic, language and cognitive development by the Thomas and Collier's Prism Model and Cummins Second language Acquisition Theory (Figure 4.8. See also Appendix A, Slide #10).

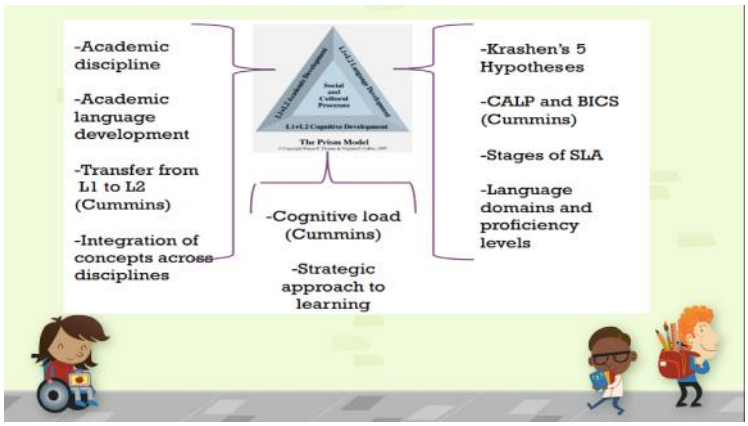


Figure 4.8: Thomas and Collier's Prims Model

The second stage begins by explaining how years of research have shown these key outcomes/benefits of having a bilingual brain (Figure 4.9. See also Appendix A, Slide #11).

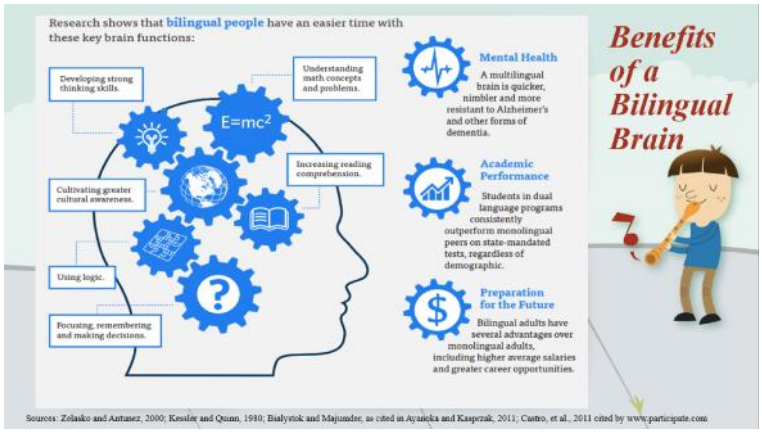


Figure 4.9: Benefits of a bilingual brain

Following the explanation of the benefits of a bilingual brain, a video is presented, with Mia Nacamulli explaining the benefits (Figure 4.10. See also Appendix A, Slide #12).

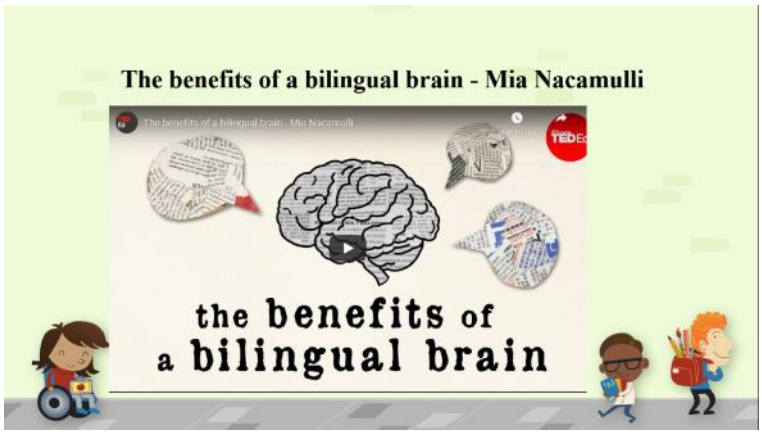


Figure 4.10: Video-benefits of a bilingual brain-Mia Nacamulli

The following discussion focuses on how the benefits of long-term bilingual education are strongly backed by research findings from hundreds of studies across national borders and languages of instruction. Thomas and Collier's landmark studies, illustrated in the chart, have found that students in Dual Language programs significantly outperform comparison groups from other program models (Figure 4.11. See also Appendix A, Slide #13).

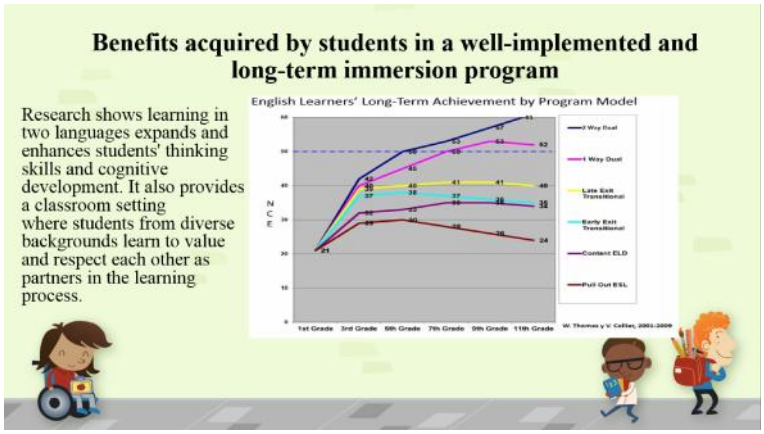


Figure 4.11: Benefits acquired by students in a long-term immersion program

Following Thomas and Collier´s research shows that long-term dual language English learners outscore the English learners in non-DL class in the end of the year (EOG) math and reading assessments (Figure 4.12. See also Appendix A, Slide #14).

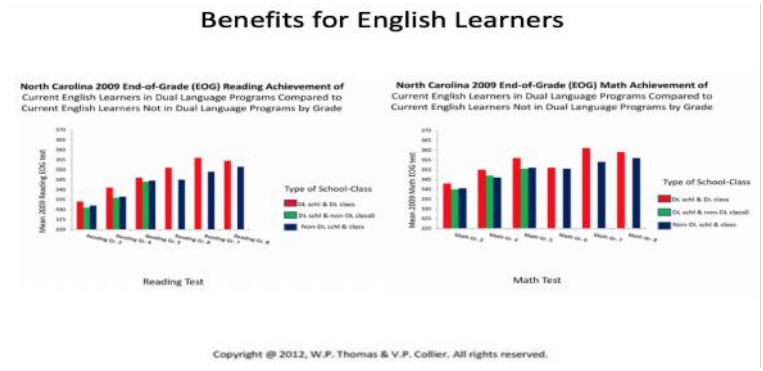


Figure 4.12: Benefits for English learners

At this point, the facilitator will interact with the participant. The objective of the turn and talk activity will be to offer the participants the chance to discuss their insights regarding what DLI programs look, sound, and feel like and also to establish a time for them to clarify concepts while interacting with others (Figure 4.13. See also Appendix A, Slide #15).

Figure 4.13: Turn and talk activity

After the turn and talk activity, the discussion focuses on what the research says about the benefits of DL programs (Lindholm-Leary, 2001; Thomas & Collier, 2012, 2014) (Figure 4.14. See also Appendix A, Slide #16).

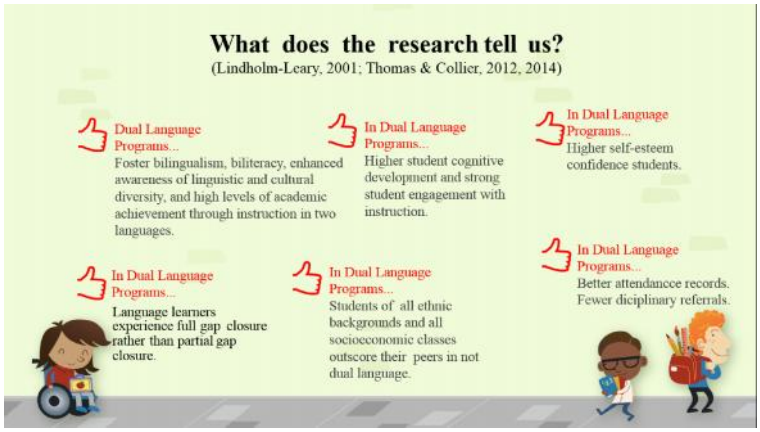


Figure 4.14: What does the research says about DL program´s benefits

Next, content shows that several researchers have examined the performance of dual immersion students in reading and mathematics at primary or secondary levels and the long-term impact of such programs. Overall, these studies showed that both English-language students and native-English speakers made advances in both languages; both groups performed at an equal or high level relative to their grade in both languages for secondary

school (Collier & Thomas, 2004; U.S. Department of Education, 2015; Umansky, Valentino & Reardon, 2015) (Figure 4.15. See also Appendix A, Slide #17).

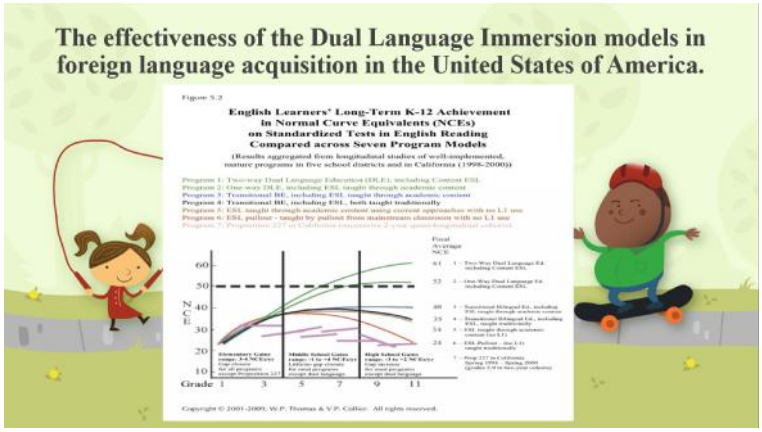


Figure 4.15: The effectiveness of dual language immersion models

The last stage of the workshop begins with an approach to the background of bilingualism in Colombia (Figure 4.16. and figure 4.17. See also Appendix A, Slide #18-19). The content here gives information about the bilingualism process in Colombia from the colonization to the current time. It covers national and local policies and some investigations made by teachers and investigators from different institutes, such as the British Council. There are educational policies such as the National Bilingualism Program, the Basic English Language Standards, and the MEN programs to support the bilingual process in Colombia.

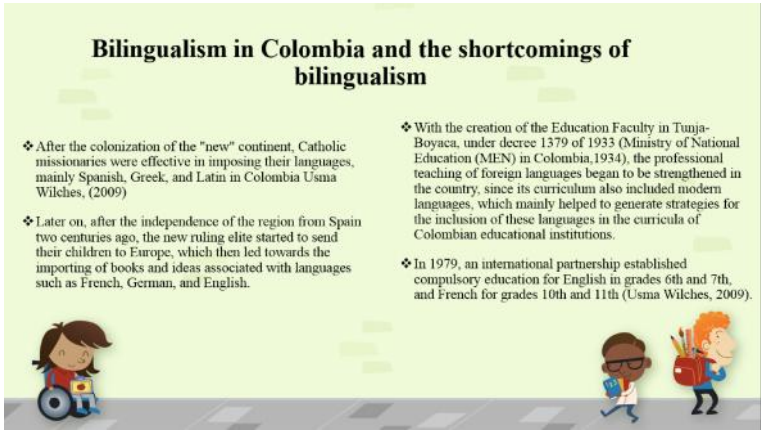


Figure 4.16: Bilingualism in Colombia

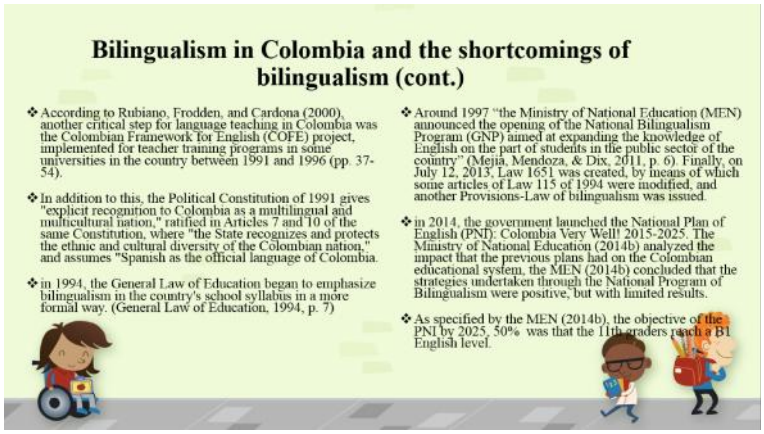


Figure 4.17: Bilingualism in Colombia (cont.)

Next, the discussion focuses on some suggestions directed to the construction of the Institutional Curriculum in Colombia and how they should develop adequate policies on bilingualism in the classrooms through bicultural policies (Figure 4.18. See also Appendix A, Slide #20). Those suggestions based on Thomas and Collier´s research (2011-2017). These are characteristics observed in well-implemented dual language programs.

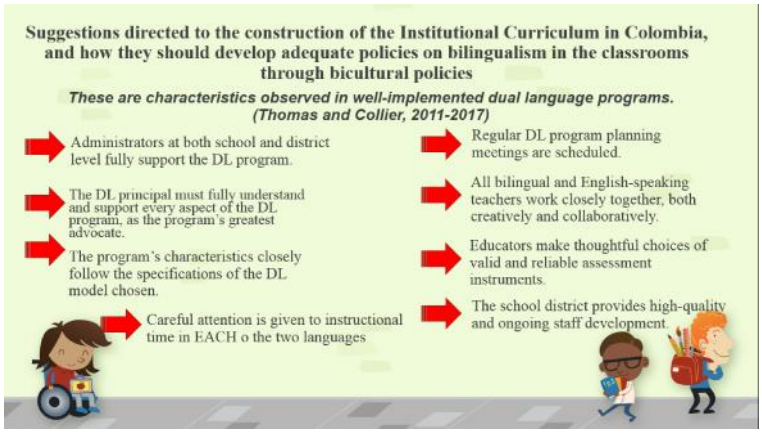


Figure 4.18: Suggestions directed to the construction of the Institutional Curriculum in Colombia

The following content presents a list of the principals for DL programs (Figure 4.19. See also Appendix A, Slide #21). The research highlight those principals as a key to have success in the DL programs implementation.

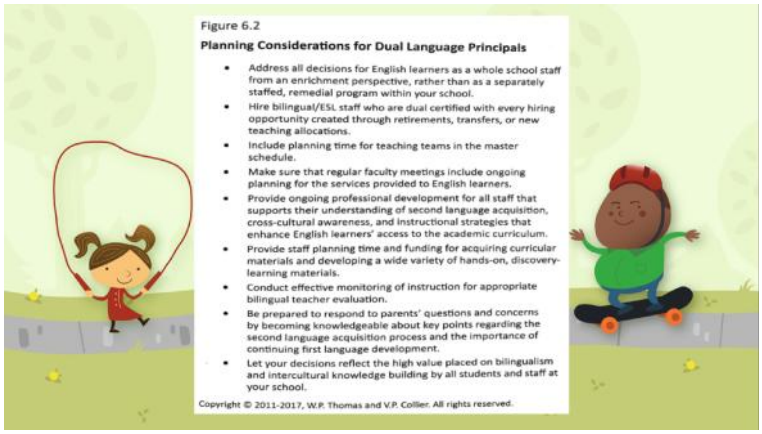


Figure 4.19: Planning considerations for dual language principals

Finally, the third stage finishes with suggestions for parents about the role they play in supporting children when entering DL programs (Figure 4.20. See also Appendix A, Slide #22).

Figure 4.20: Suggestions for parents

In concluding the workshop, the goal is to give the participants time for a final reflection (Figure 4.21. See also Appendix A, Slide #22). The facilitator invites the

participants of the workshop to participate and express themselves and grants them the time and conditions required by the construction process and maybe the chance to have some extra workshops for further information.

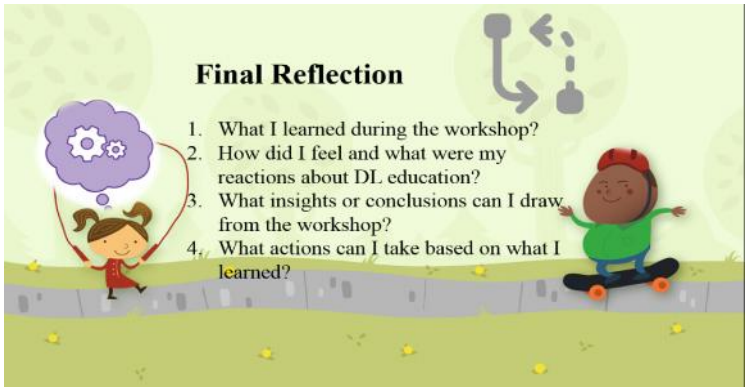


Figure 4.21: Final Reflection

Chapter 5: Conclusion

The Dual Language Immersion program (DLI) has shown a high level of effectiveness in countries like the United States. The DLI model demonstrates the importance of children and adolescents acquiring second language communication skills, such as speaking, listening, reading, and writing, from an early age. This helps learners to learn more easily and naturally. According to my personal and professional experiences as a foreign language teacher for more than seven years in Colombia and another three years as a 90/10 DLI teacher in the United States, I have witnessed the effectiveness of the DLI models. DLI, during the first years of education k-2, offers students a structured environment in which they can develop all of the language skills across all elementary academic areas and also how the DLI provides more accurate and useful foreign language acquisition tools.

This project highlights the importance of learning English in a way that the learners can take an active role in their teaching-learning process using what learners already know in their mother tongue as a critical tool. It is worth mentioning that the workshop has been designed in such a way that its application can demonstrate the importance of this program for teaching English to a population of Columbian students.

Even though the DLI model has shown a high level of acceptance and effectiveness in other countries, further research has to be done concerning the application of this model in the Colombian culture because culture can affect the practical application of this program in public schools. Due to the cultural and political impact that the DLI model could have, the workshop is designed to involve, not only the administration and government bodies of public schools in the city of Tunja but also the workshop is designed to reach teachers and parents who will enrich the DLI workshop with their input.

For the National Ministry of Education in Colombia, the learning of the English language constitutes a fundamental area of the curriculum, due to its relevance as a means of access to diverse fields of knowledge and its character as a global language of communication. This workshop will significantly contribute to the application of a bilingual program with the effectiveness expected by the national government.

Although other bilingualism programs have also begun to teach English in Colombia to young children, they have not carried out a total immersion, but instead have taught English as one more subject in the curriculum, which can affect the motivation and consistency of learning. The teacher may show some frustration because he or she does not observe the expected progress in his or her students.

Also, this workshop is aimed at helping parents to generate empathy and motivation and to clear up concerns, answer questions, allowing them to be a fundamental part of this proposal. Also, this workshop will train and empower teachers and parents about everything that is involved with carrying out an immersion language learning program.

The implementation of this program in Colombia will be a challenge. The cultural components of each culture have to be strengthened through the immersion program, and the cultural identity needs to be strengthened as the learning of the other language takes place with the appropriate cultural relationship. Also, like other bilingual programs, the DLI model will encounter some challenges, including a lack of money, a lack of interest on the part of students, and a lack of bilingual teachers who are willing to work for the government due to the lack of good benefits. Of the three challenges that have been mentioned, what could cause most of the problems is the lack of money. The government each year has reduced the budget for education to invest in other political and war concerns.

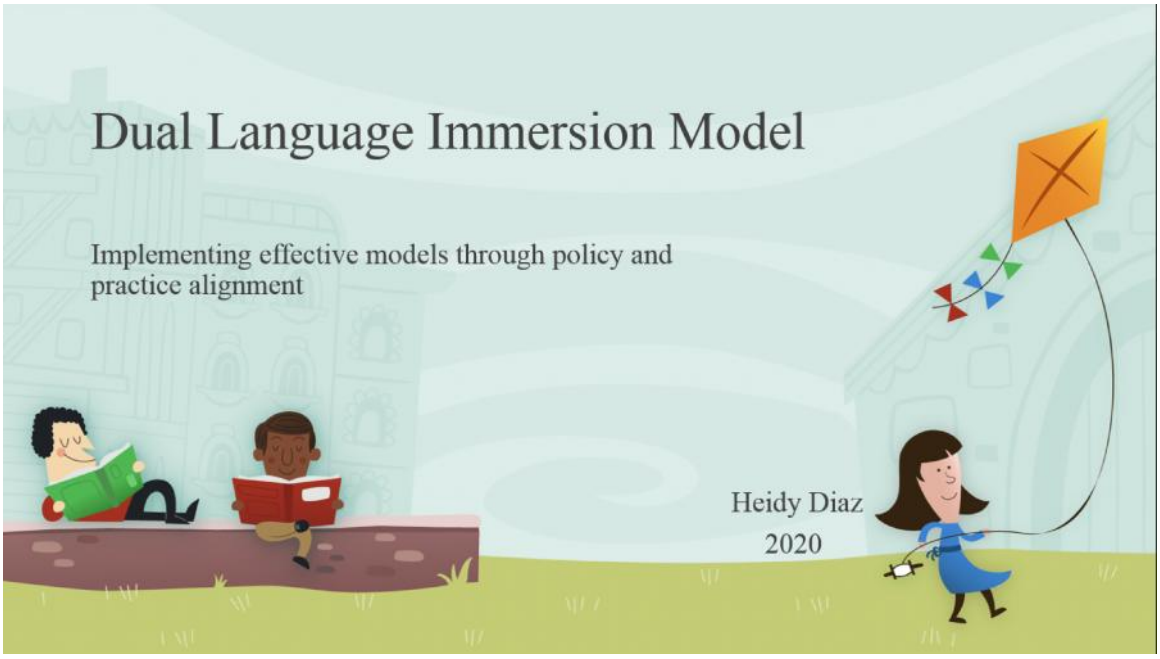
Therefore, the success of the program will depend on many factors, and one of the purposes of the workshop is to help with explaining the factors and the steps need to carry it

out. This workshop is designed to reach a specific population that not only receives training and makes decisions but also can contribute their experiences as teachers, administrators, and parents in the foreign language acquisition process in the school community in Tunja, Colombia. Taking into account those experiences will help to improve those aspects that could affect the integration of this model into the public school curriculum.

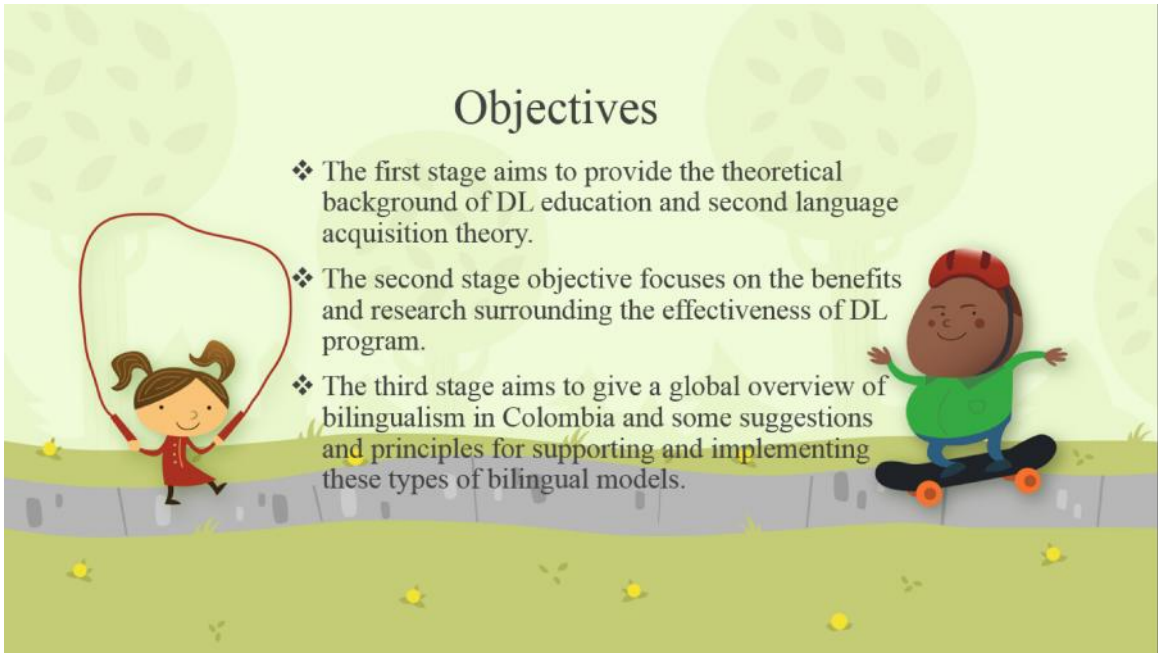
Finally, it is expected that the workshop will fulfill the purpose for which it was designed, taking into account that the Language Immersion Program for the student population in Colombia will be very enriching. It is a workshop that explains and trains teachers and parents, in detail about everything that this program entails and involves the entire academic community in the discussion of the application of this bilingual model.

Appendices

Appendix A: Slides



Slide # 1



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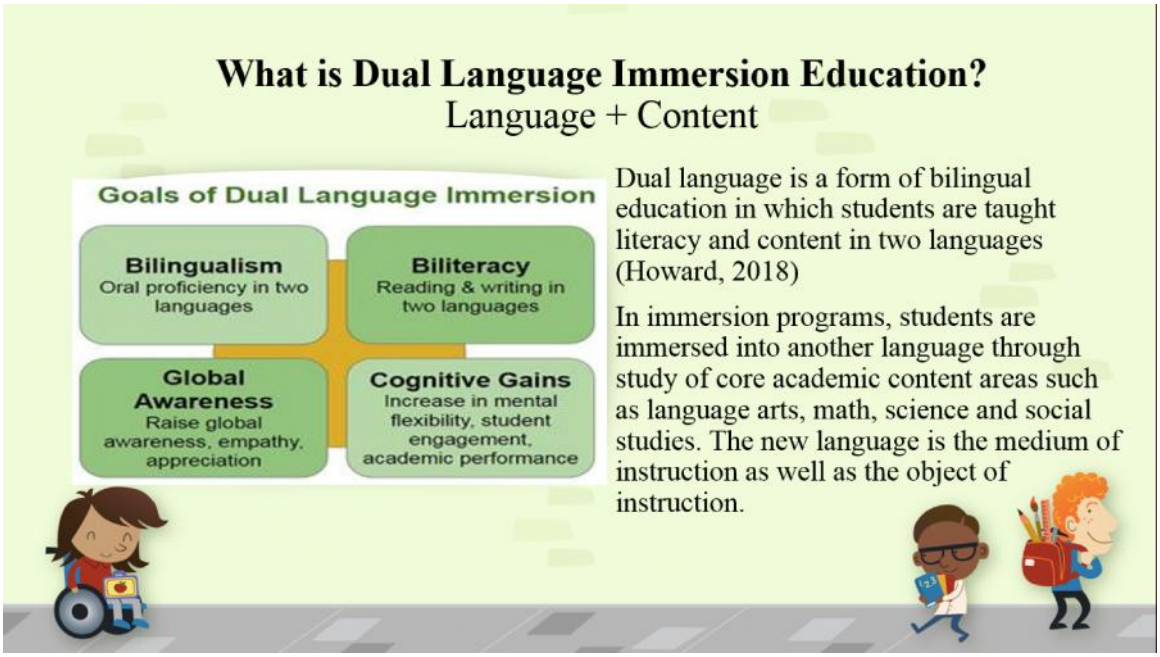

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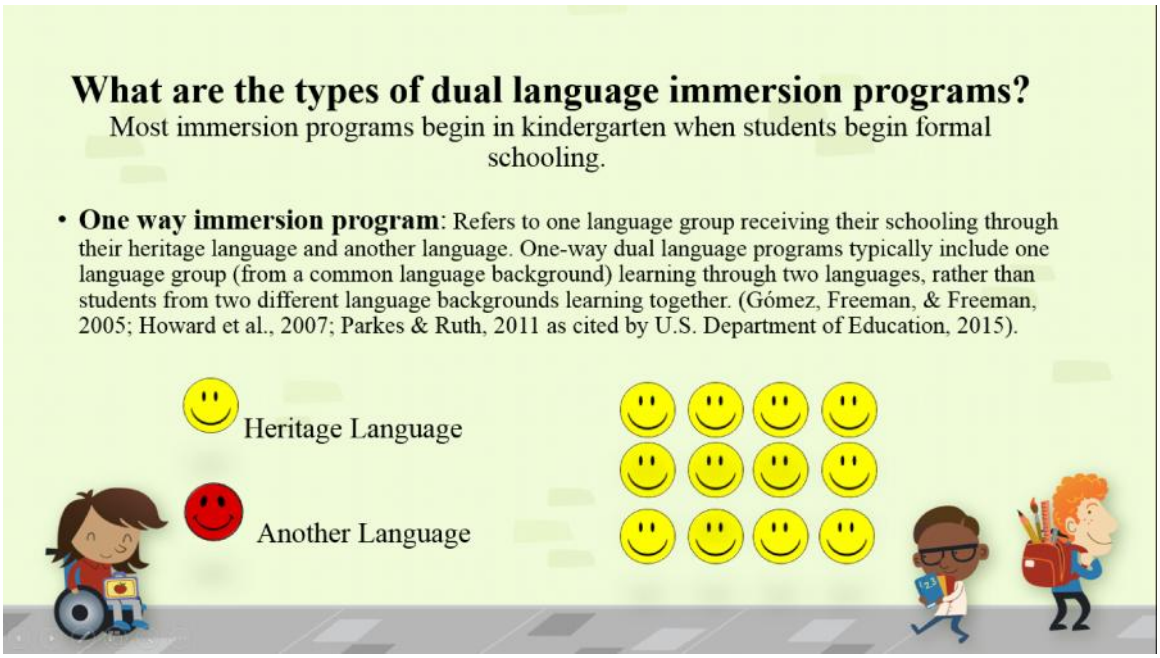

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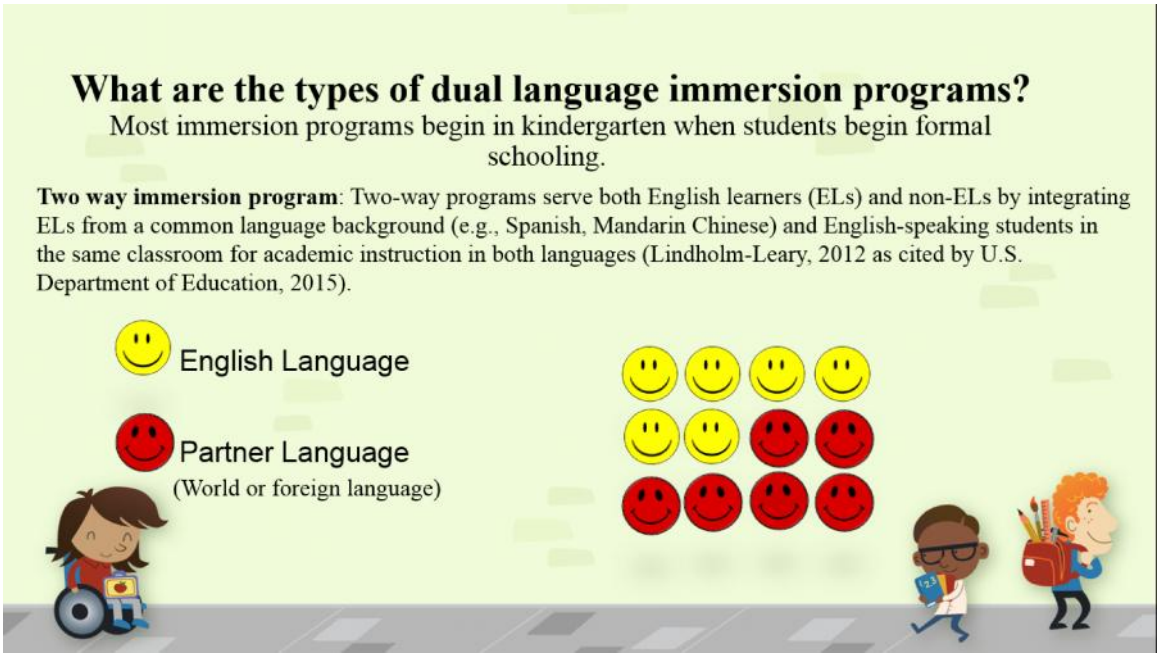

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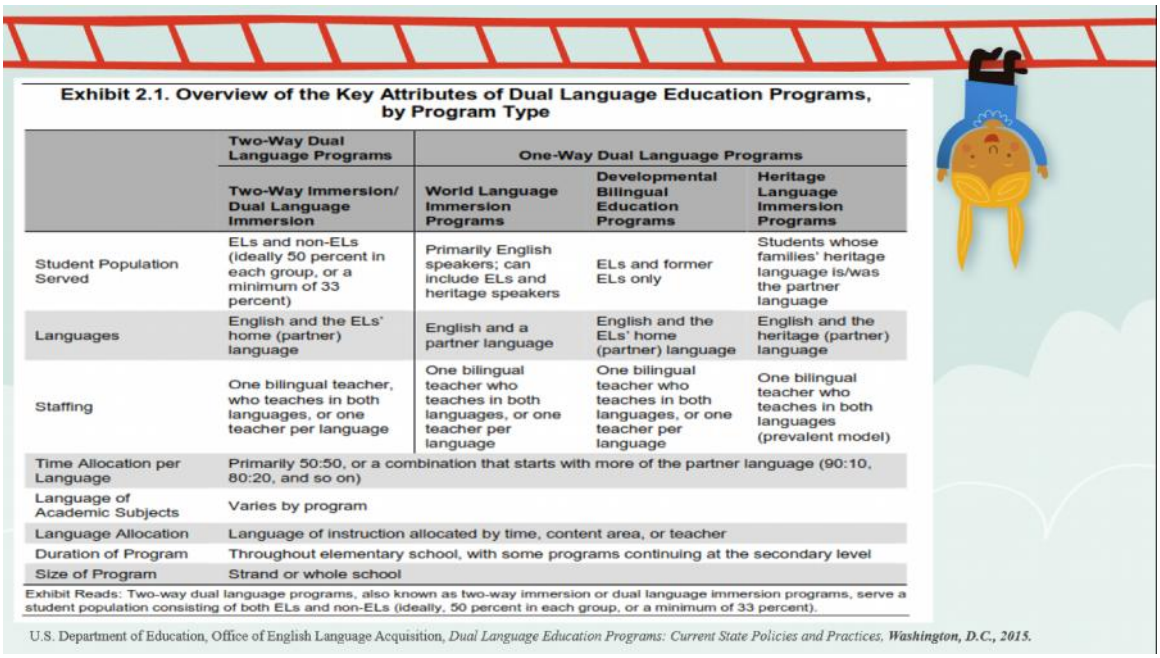


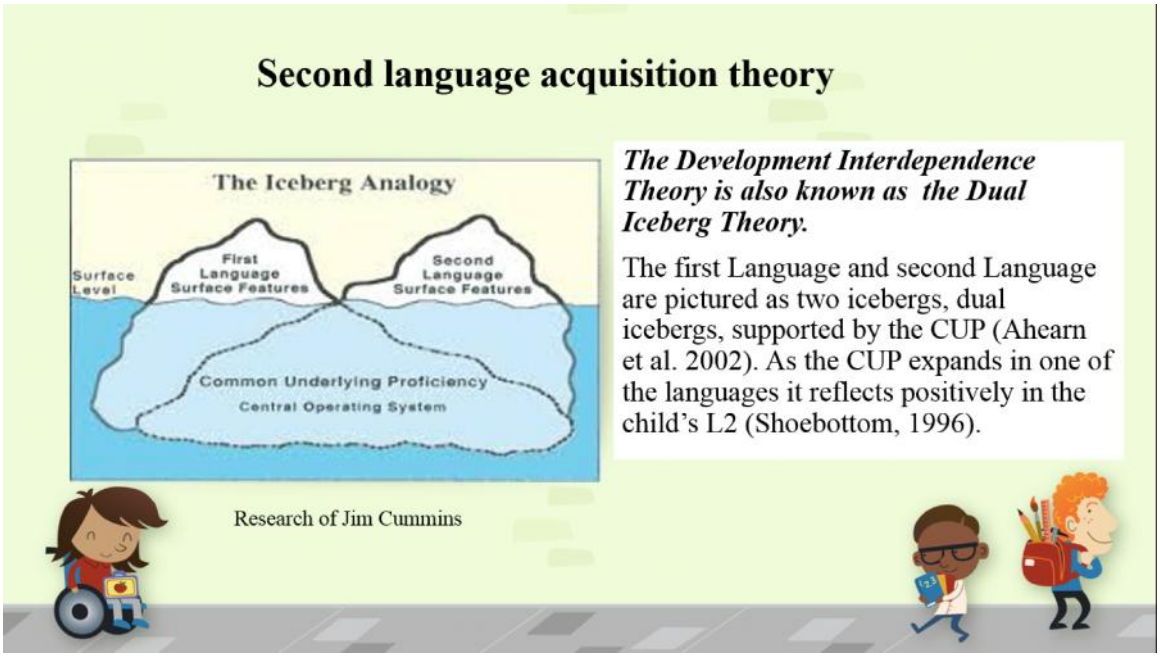
Exhibit 2.1. Overview of the Key Attributes of Dual Language Education Programs, by Program Type

	Two-Way Dual Language Programs	One-Way Dual Language Programs		
	Two-Way Immersion/ Dual Language Immersion	World Language Immersion Programs	Developmental Bilingual Education Programs	Heritage Language Immersion Programs
Student Population Served	ELs and non-ELs (ideally 50 percent in each group, or a minimum of 33 percent)	Primarily English speakers; can include ELs and heritage speakers	ELs and former ELs only	Students whose families' heritage language is/was the partner language
Languages	English and the ELs' home (partner) language	English and a partner language	English and the ELs' home (partner) language	English and the heritage (partner) language
Staffing	One bilingual teacher, who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages (prevalent model)
Time Allocation per Language	Primarily 50:50, or a combination that starts with more of the partner language (90:10, 80:20, and so on)			
Language of Academic Subjects	Varies by program			
Language Allocation	Language of instruction allocated by time, content area, or teacher			
Duration of Program	Throughout elementary school, with some programs continuing at the secondary level			
Size of Program	Strand or whole school			

Exhibit Reads: Two-way dual language programs, also known as two-way immersion or dual language immersion programs, serve a student population consisting of both ELs and non-ELs (ideally, 50 percent in each group, or a minimum of 33 percent).

U.S. Department of Education, Office of English Language Acquisition, *Dual Language Education Programs: Current State Policies and Practices*, ***Washington, D.C., 2015.***

Slide # 6



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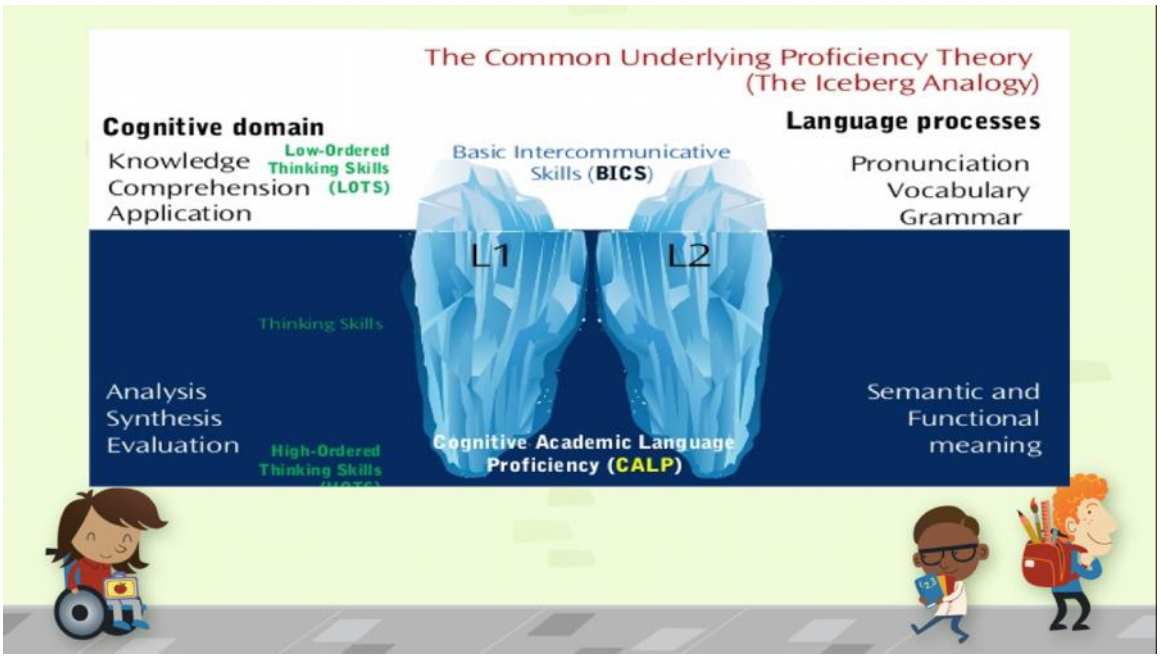

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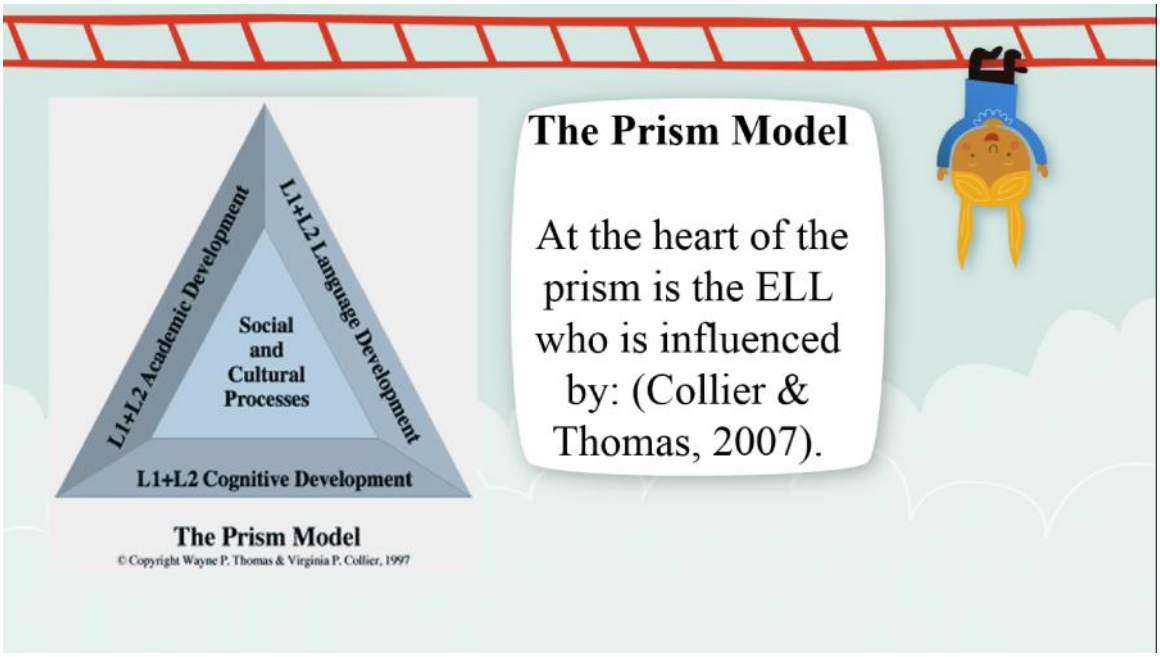

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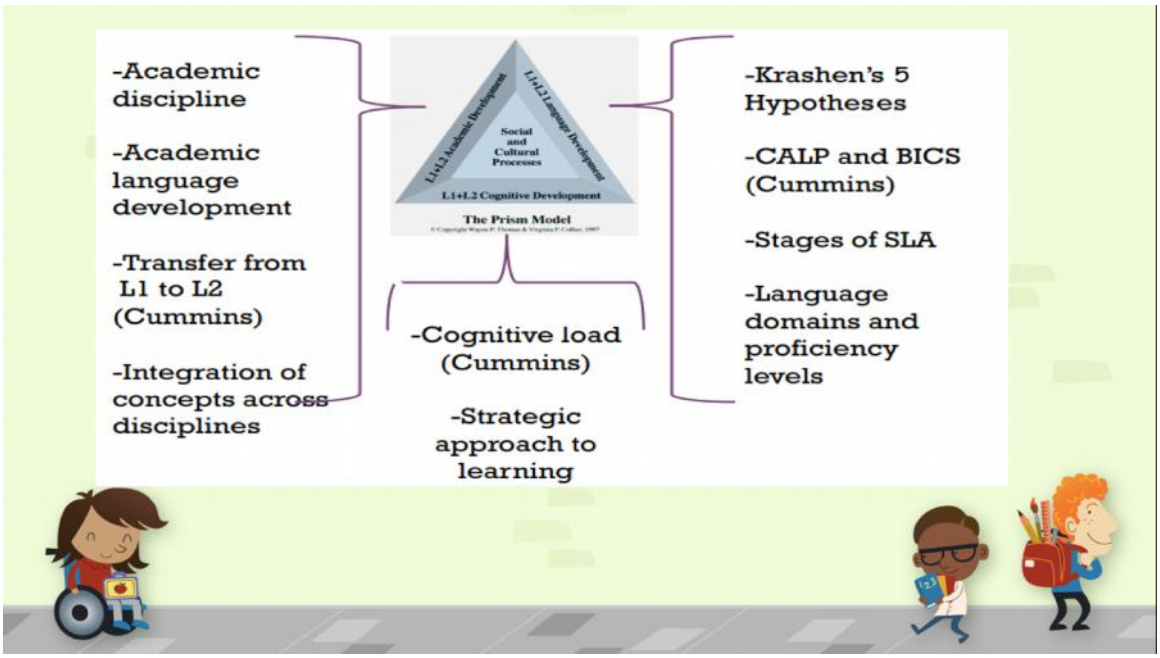

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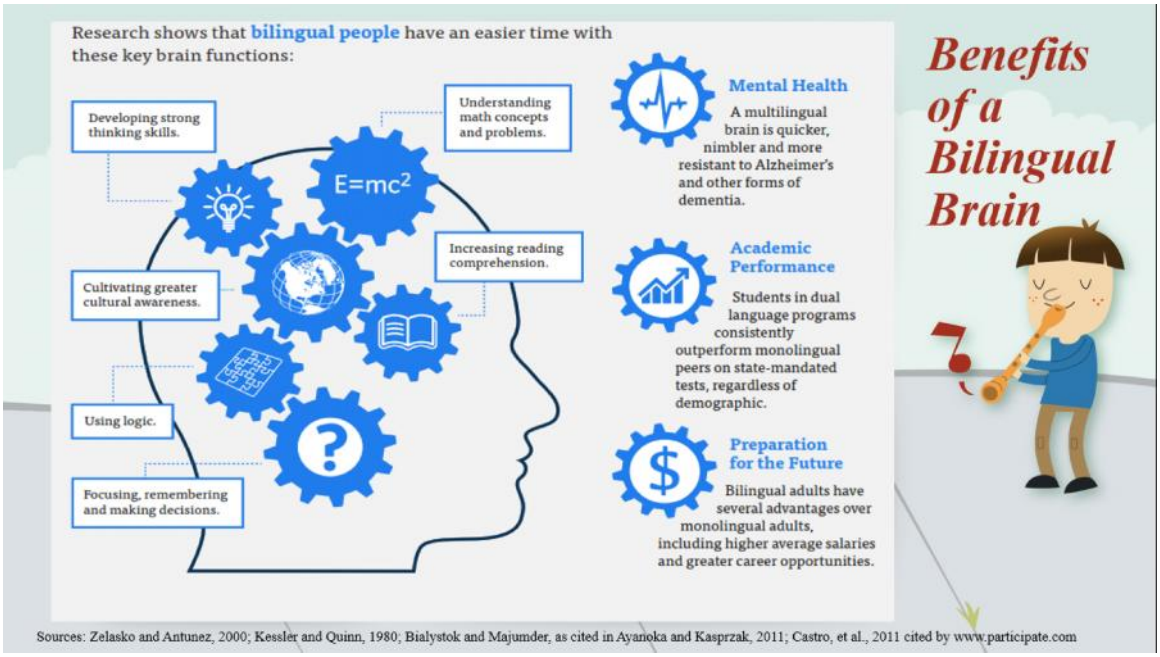

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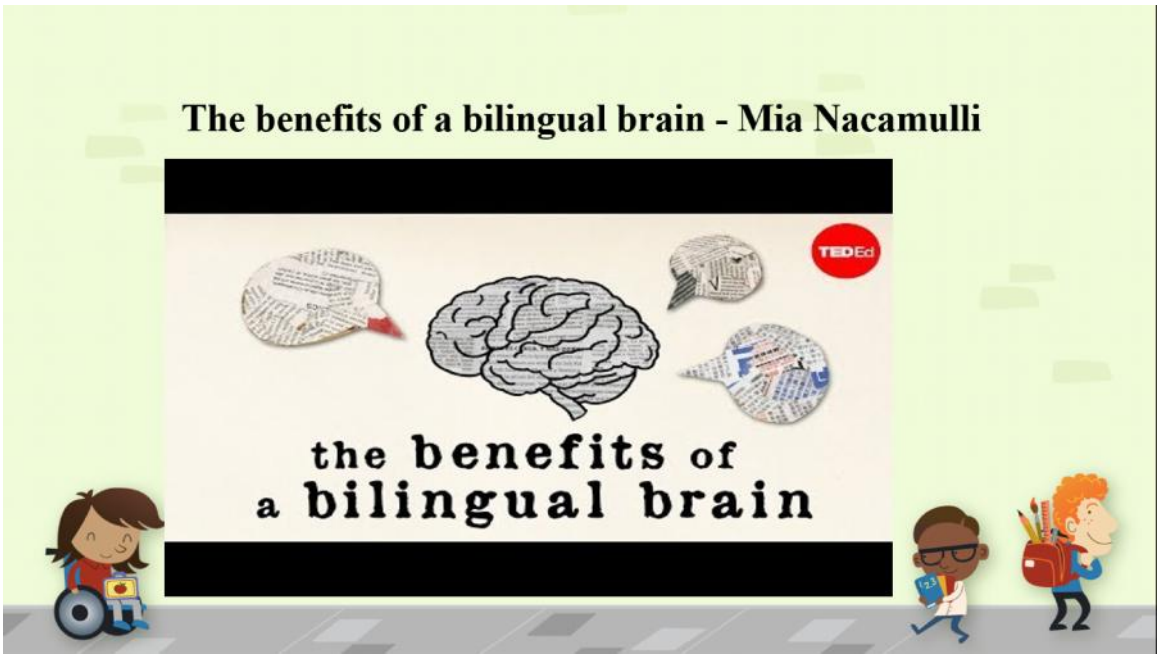

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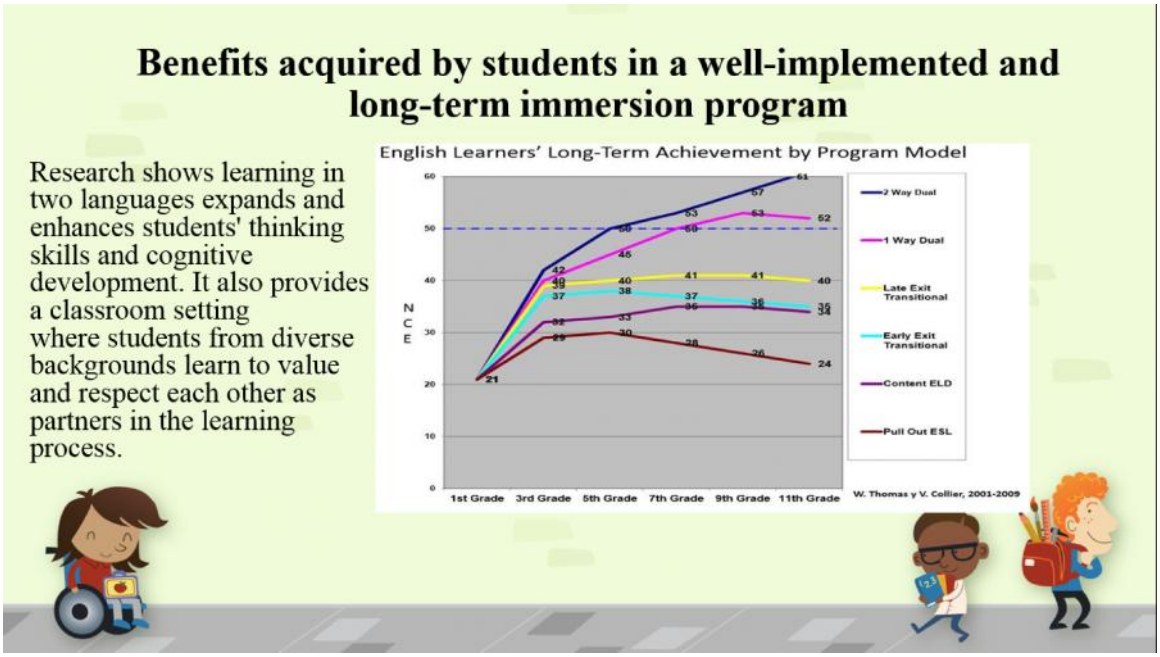

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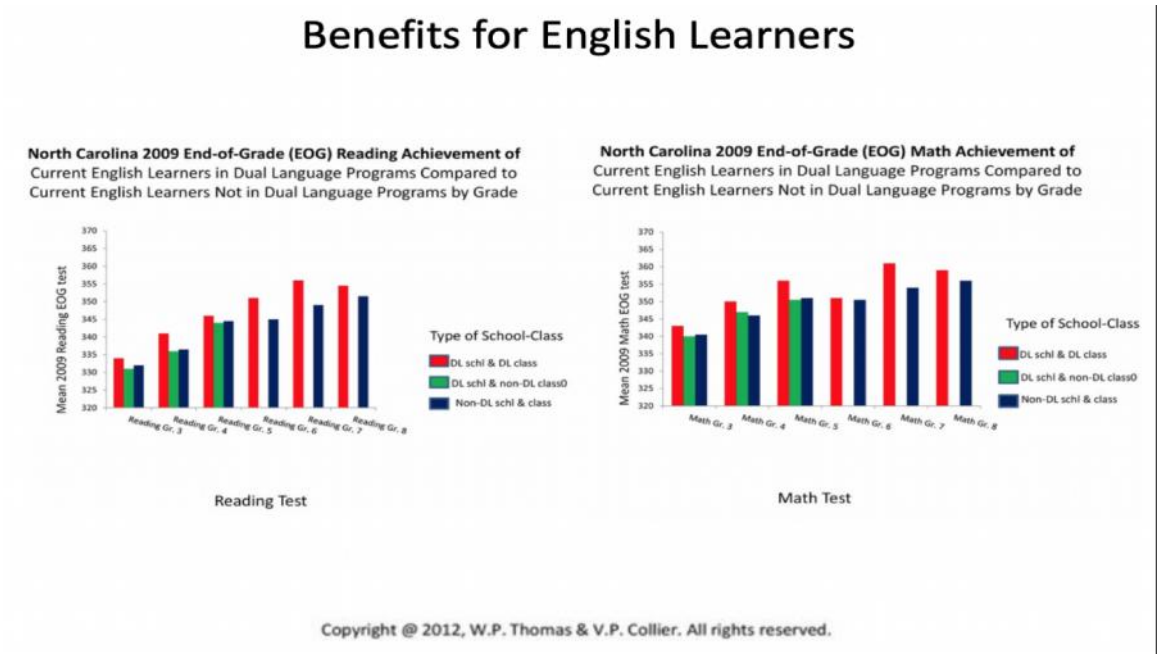

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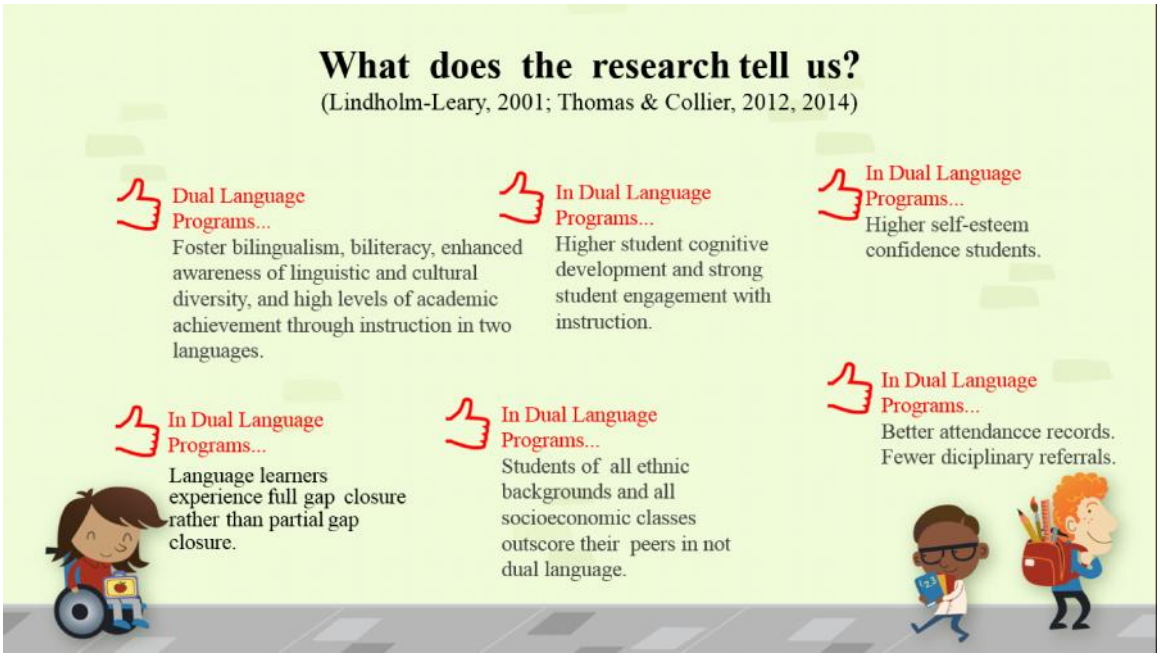

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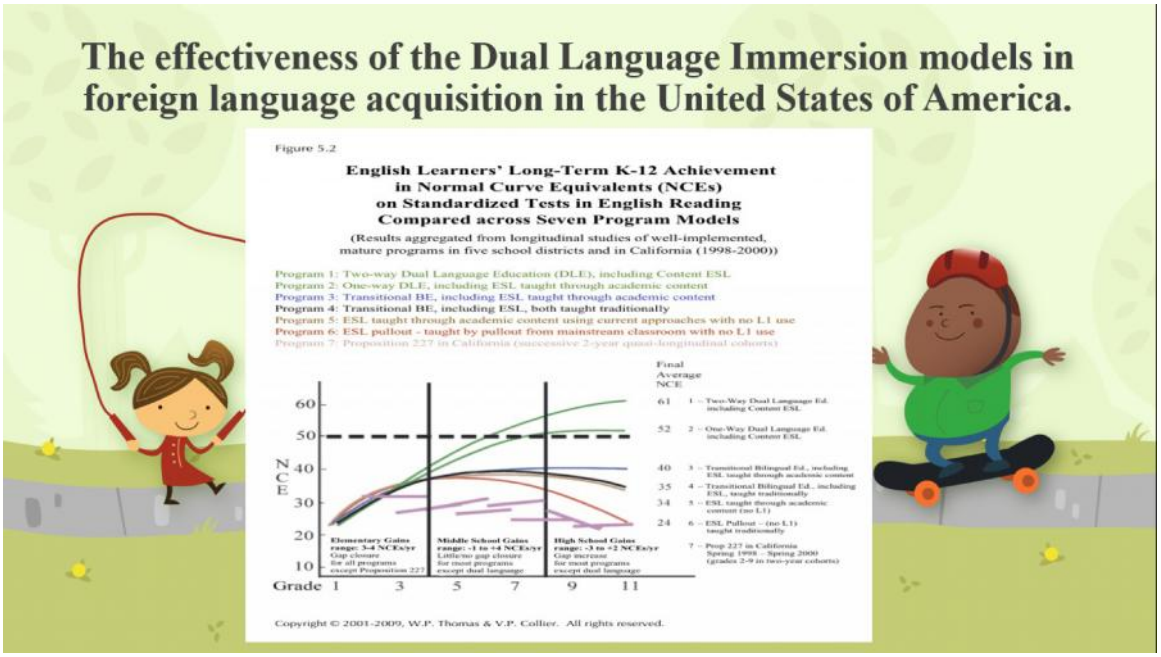

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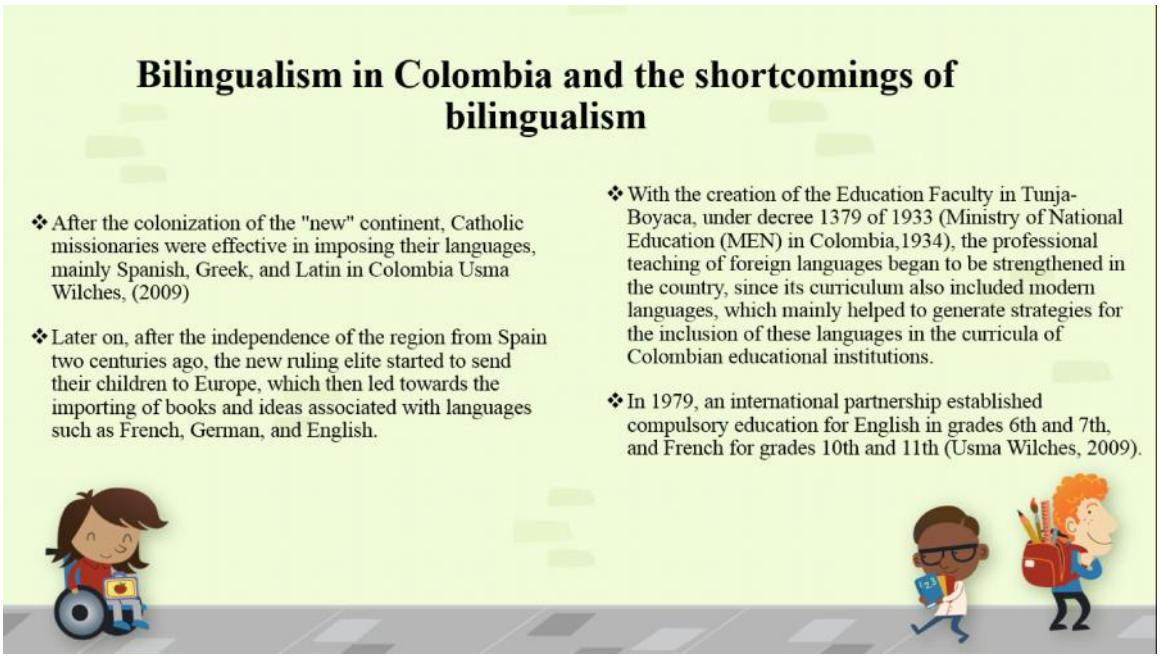

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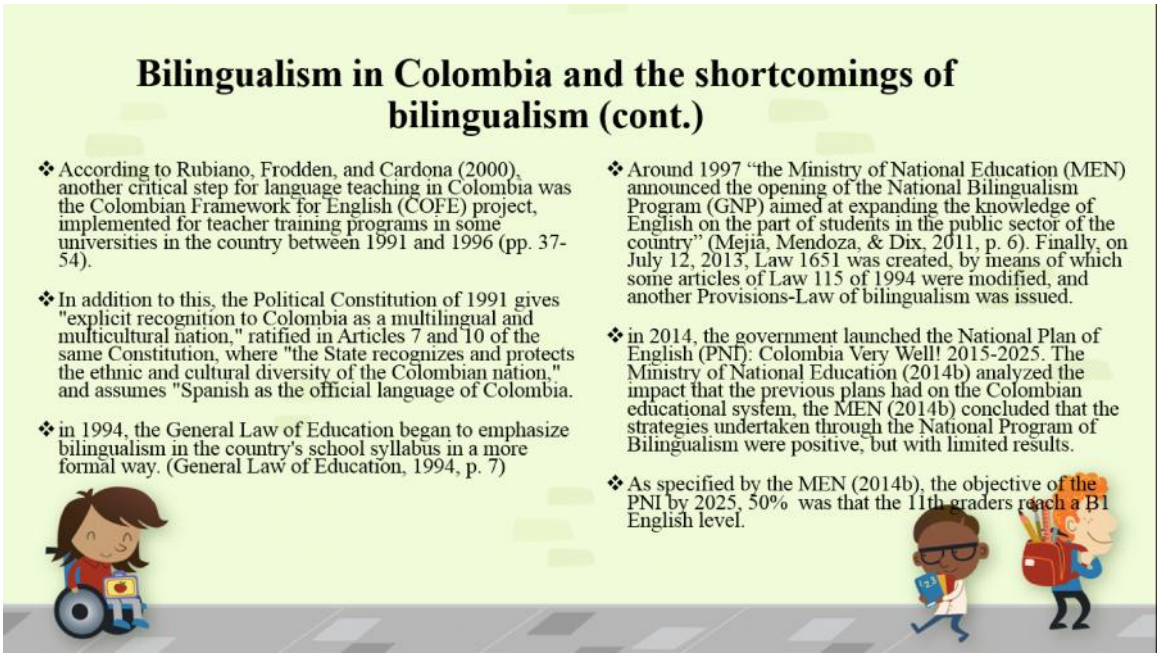

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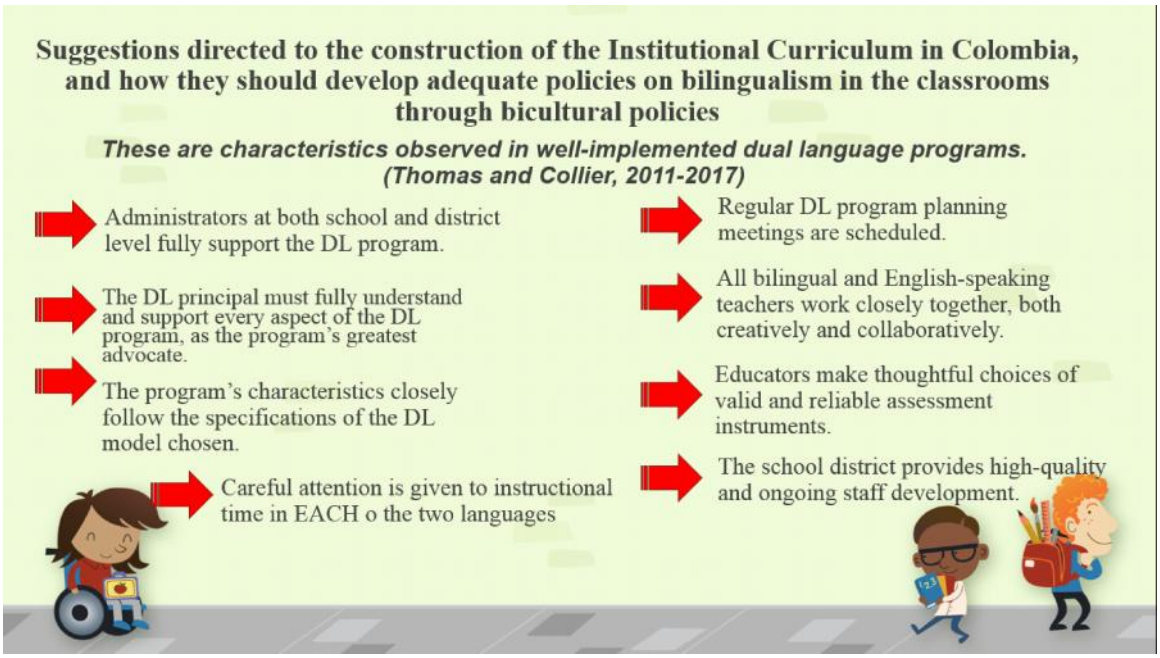

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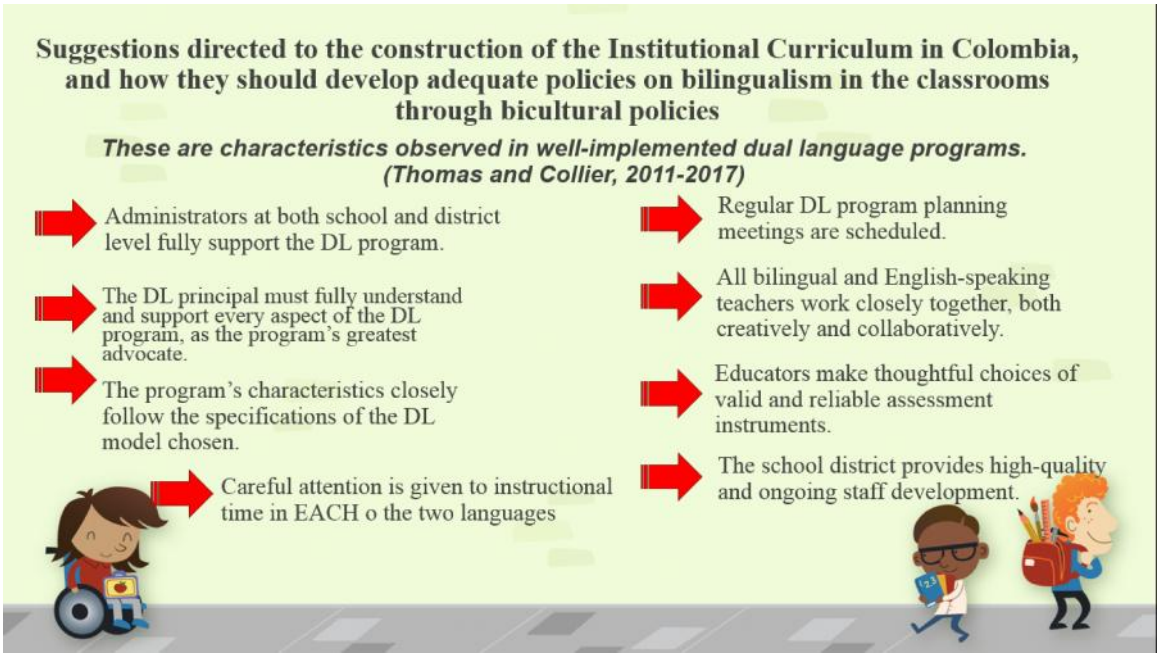

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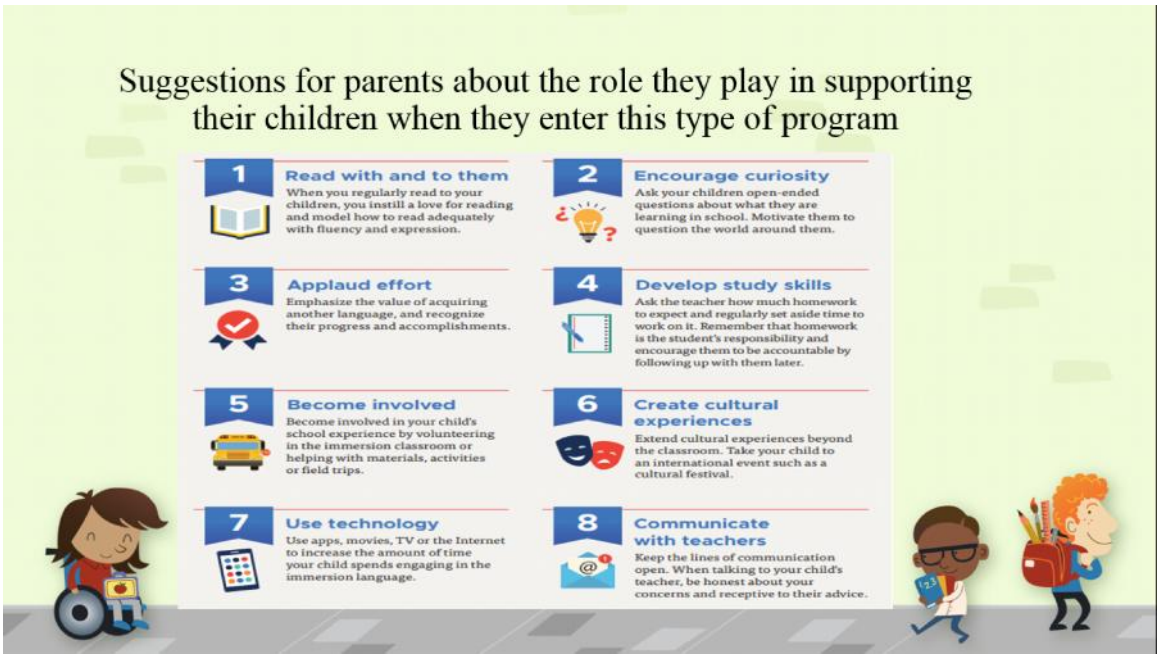

Slide # 22

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